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ABSTRACT

One of a series of curriculum materials in U.S. history designed to teach critical thinking skills systematically, this teacher's guide presents supplementary lesson plans for teaching high school students about the new Republic, the Jacksonian era, slavery, and the Civil War. The booklet begins with a guide to critical thinking which offers an explanation of types of arguments in history, examples of fallacies, a checklist for evaluating evidence, a method for analyzing value positions, ways of identifying assumptions, and models for analyzing arguments. Other methodologies include: problem worksheets; debate topics and transcriptions; and analyses of interpretations, in which students are presented with rival interpretations of historical events, rewritten at a high school vocabulary level. The teacher's guide includes a rationale for the program, detailed lesson plans keyed to student booklets, answer keys, test questions, a chart of critical thinking skills taught in each lesson, and difficulty-level coding. The document concludes with additional materials (the source materials "envelope"), including an outline of the guide to critical thinking, introductory worksheets, worksheets and handouts from the various lessons in the student booklet, and test questions. (LH)

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NEW REPUBLIC TO CIVIL WAR

BOOKLET 2

Critical Thinking
In
American History

SO 016 024

TEACHER'S GUIDE

2

and Source Materials Envelope

Critical Thinking
in American History

TEACHER'S GUIDE

Booklet #2

New Republic to Civil War

by

Kevin O'Reilly

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WAIT A MINUTE!

(The booklet at a glance for those
teachers too busy to read it thoroughly -
that is, all teachers)

Are you in a hurry? Are you too rushed now to read through this thick booklet? You probably have to go to a faculty meeting soon, right? This teacher's guide is unlike other teacher's guides in that it is thicker than the student booklet. It is thicker for a reason. You can't really effectively use the student booklet or the source materials envelope without referring to the teacher's guide. If you would take a few minutes to look over some key sections of the teacher's guide and student booklet, you'll have a good understanding of how to use these materials. In particular, look at:

1. The table of contents of the teacher's guide and student booklet.
2. The "Introduction to the Project" in the teacher's guide.
3. The "Overview of Lessons" and "Chart of Skills" in the teacher's guide.
4. The "Outline of the Guide" and the "Guide to Critical Thinking" in the teacher's guide.
5. Any one lesson plan (teacher's guide) and worksheet or reading (student booklet).

Once you've done this you'll see that this booklet will probably save you time in the end, because it is a series of ready-to-use lesson plans. You'll also see that most of this teacher's guide is comprised of lesson plans, answer keys, and test questions.

If you decide that you could use some of the lessons, you can read through the introductory section of the teacher's guide in an hour or so. Once you understand the rationale for the project, you should be able to select and use whatever lessons you'd like without much trouble. You only read those parts of the teacher's guide which you need to teach the lesson. We won't say you'll never have any problems in using these lessons, but we did write the teacher's guide so you could use the lessons with a minimum of effort.

We'd like to get your feedback about the lessons you use. So if you could fill in the feedback sheet enclosed and send it to us, we'd appreciate it.

By the way, aren't you late for your faculty meeting?

For Lynn,

with all my love.

Note on Source Materials Envelope

Some of the materials to be used in this unit to develop critical thinking are found in the separate source materials envelope. You may copy these materials for classroom use. The following handouts are contained in the source materials envelope:

1. Outline of the Guide to Critical Thinking
2. Introductory Worksheets
3. Remedial Problems
4. Worksheets and Handouts for the Various Lessons
5. Test Questions

Teacher's Guide Booklet 2

New Republic to Civil War

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New Republic to Civil War

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INTRODUCTION

Introduction to the Project on History and Logic

The Project on History and Logic (HAL) is a set of curriculum materials in U.S. History designed to improve students' critical thinking abilities through a series of problem worksheets and rival viewpoints on historical topics. The materials are meant to be a supplement to the regular U.S. History course, rather than a course in itself.

It is important to understand that the Project does not aim to develop thinking skills in general, but rather critical thinking skills. These materials are not intended to directly teach classifying information, doing research, map skills, study skills, and so forth. Through these materials students will learn to be more skeptical , analytical, and thoughtful of what they read and hear. As is explained in more detail further on, the main methodology used to develop these critical thinking skills is the examination and evaluation of opposing viewpoints.

We believe the examination of rival interpretations in history is exciting and we feel that when students learn how to analyze these interpretations that they will find history to be much more interesting.

The Project was written for and has been used in high school courses. The materials, however, could be adapted for use in junior high school and college undergraduate courses.

The HAL materials were written based on the assumptions that:

1. Students learn better when confronted with problems rather than when they are told information.
2. Curriculum materials should be as interesting as possible given other educational goals.
3. A variety of presentations and methodologies will better keep student interest high.
4. Students improve at skills through repetition.
5. Students learn skills better when the skills are presented in a deliberate, systematic way.

The HAL Project is not the inquiry method of the 1960's.
The inquiry method put students in difficult situations with documents containing vocabulary they couldn't understand and asked them to reach some conclusions. Moreover, the teachers had little idea of how to use the materials. The HAL Project gives students problems that they can solve, written at a high school vocabulary level, and provides lesson plans and answer keys for teachers. The approach and types of problems in HAL are also radically different from the inquiry method. The differences between the two approaches are discussed further in the rationale section of the teacher's guide.

While we do not denigrate the role of information in the study of history, we do feel that for too long there has been too much emphasis on facts in high school history courses. This Project is designed to help teachers get away from, to some extent, the focus on facts and help them get their students to think more critically about history, and to enjoy it more.

Who Can Use These Materials?

We believe that any teacher who is interested in having his/her students think better can use the materials. There are lesson plans, answer keys, and guidelines for teachers. The materials are in a format to be used in a classroom without any further work or research by the teacher. On the other hand, teachers who want to adapt the materials to their own styles will have no problem. The HAL materials should stimulate some teachers with ideas of their own for critical thinking.

The only other requirement to use the materials is a tolerance for ambiguity and a willingness to suspend judgment. History abounds with examples of topics about which there is not a clearly right interpretation. Both teachers and students need to accept that fact. Occasionally, there will be some student answers about which you are not sure. Suggestions 8 and 9 in the section, "Suggestions for Using HAL Materials" deals with this eventuality. The "Troubleshooting" section of the lesson plans deals with it also. If you can accept some ambiguity in student answers, then you can handle this issue.

Rationale

"Schools are not developing in students adequate thinking skills or the ability to interpret what is read beyond a superficial level."

National Assessment of Educational Progress, 1981

A. Introduction

The basis for a democracy is an educated electorate which can think for itself. The assumption that people can think for themselves when they mature or become adults is belied by examples from history such as Adolf Hitler and the Nazis and Jim Jones and his mass suicide at Jonestown. How could adults have been so completely misled? Certainly, a little healthy skepticism could have been helpful to those people. In the U.S. today citizens face complex political social and economic questions. These questions demand clear thinking for intelligent answers. Voters have to be able to evaluate various arguments and decide for themselves what they think.

The Project on History and Logic (HAL) was written with the primary objective to improve students' critical thinking skills involved with evaluating arguments. The Project uses the definition by Robert Ennis that "critical thinking is the reasonable assessment of statements." This simple definition includes a wide variety of skills, however. It is these skills that the Project helps students develop. When students are then confronted with arguments, they have the skills and equally important, the confidence needed to evaluate the arguments.

The HAL Project does not claim to be able to improve students' critical thinking abilities in all areas. Rather it claims to improve students' critical thinking about history and, beyond that, about those topics which are most closely associated with history. Many of our present day issues are related to historical precedents or involve arguments using reasoning similar to historical reasoning.

While courses in critical thinking in general seem appealing, some research indicates that they are not very effective. We feel that it is better to teach critical thinking within the regular coursework. We believe it is better to teach students the types of reasoning used within a specific discipline. That is what we have done in the HAL program.

Having been taught using the HAL materials, a student should, upon being confronted with an historical article, be able to not only tell whether he/she agrees or disagrees with the argument but also give very specific reasons why he/she should be able to:

1. Give the main point of the reading.
2. Identify any assumptions made by the author.
3. Recognize value words, vague terms, or emotional language.
4. Evaluate the reasoning used in the argument.
5. Evaluate evidence presented to support the argument.

B. HAL is Not the Inquiry Method

The focus, then, of the Project is on the evaluation of historical interpretations. This makes it fundamentally different from the inquiry method of the 1960's. The inquiry approach in U.S. History gave students a short introduction to a topic and then a series of primary sources on the topic. The objectives were to get students to identify a problem, classify the information, form hypotheses and test them, and make generalizations based on the documents. The approach was:

Student ———————→ Reads primary sources ——————→Makes generalizations

The HAL Project, by contrast, gives students secondary interpretations first and then gives them some primary sources to help evaluate the interpretations. The objectives are to get students to analyze existing generalizations, to test generalizations against evidence, and to modify those generalizations. The approach is:

Student —————→Reads generalizations ——→Uses primary sources to test generalizations.

The problem with the inquiry method was the students had little interest in and no basis to judge the primary evidence. With the HAL method, the students see arguments about, and often make their own arguments about, the topic before they see the primary sources. Thus, the students have a reason to examine the evidence and context within which to judge it. The HAL approach is also much more similar to the approach that historians actually use. Historians usually approach their research with a good idea of what other historians have said (generalizations) on the subject before they examine primary sources. It seems unfair to expect high school students to do something which even historians are not expected to do.

Another problem with primary sources is that they are difficult to read. The vocabulary level is often too high for many students and the sentences may not be interesting or readable. The HAL Project does not overwhelm the student with too many documents, but rather gives enough documents to help the student evaluate arguments and to help students learn how to use and assess historical evidence.

C. HAL and Historiography (Rival Viewpoints)

The evaluation of rival historical interpretations has been tried in curriculum materials such as the Problems in American Civilization series (Amherst series). There are at least three weaknesses in materials such as the Amherst series which the Project on History and Logic overcomes.

1. The Amherst materials are written at a vocabulary level which is too difficult for most high school students. We have used these materials in both public and private schools and find that most students (except in advanced placement courses) cannot understand them without a great deal of explanation from the teacher. If one's goal is to improve

students' critical thinking skills, they're inadequate. The teacher has to spend too much time on vocabulary and explaining what the views mean. After all, historians write their interpretations for other historians and adults, not for high school students. The interpretations in the History and Logic Project are summaries of views rewritten at a high school vocabulary level. This allows more class time to be devoted to the evaluation of the views.

2. The Amherst materials have no lessons to improve critical thinking skills or models of how to analyze what one reads. Without the skills students cannot interpret what they read. We wouldn't think of giving students calculus problems to solve without training them in algebra and the other necessary mathematics skills. Yet, we give them historical interpretations on complex social/political issues without any practice in the necessary skills.

   The Project on History and Logic is specifically designed to train students in the critical thinking skills necessary to analyze and evaluate what they read. For example, before a student in this Project is required to identify underlying assumptions in an historical interpretation, he would have done several worksheets on finding assumptions. The Guide to Critical Thinking also gives students a model of how to analyze an interpretation.

3. The Amherst materials don't provide evidence for students to use to evaluate the interpretations. The booklets do include evidence, but it is not the evidence that the historians who wrote the secondary interpretations used to arrive at their conclusions. For example, in the booklet The Meaning of Jacksonian Democracy, there is a reading from The Age of Jackson by Arthur Schlesinger, Jr. But, there are no documents that Schlesinger used to reach his conclusions. How can a student really evaluate this view without seeing Schlesinger's evidence? To be sure, there are primary sources in the booklet, but they are not the ones the students need to see—they are just sources on Jacksonian Democracy.

   In order to include the right evidence, someone would have to look up the evidence which the historian cites in his footnotes and put those on handouts for students to use. We have done this in some units in the Project on History and Logic.

D. HAL and Bloom's Taxonomy

Benjamin Bloom and others wrote in their book on the taxonomy of the cognitive domain that there are six levels of thinking in ascending order of difficulty.

The levels of thinking and their characteristics are:

1. Knowledge - Memorizing information.
2. Comprehension - Understanding information. Being able to express it in one's own words.
3. Application - Applying information to a new situation.
4. Analysis - Breaking something down and examining the parts of it in social studies.
5. Synthesis - Putting complex information together in a new and creative way.
6. Evaluation - Judging something against internal standards (such as consistency) and external standards (such as the standards of excellence in the discipline).

These are oversimplified descriptions of complex levels of thinking. For more information on them, see Benjamin S. Bloom (Ed.), Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York: David McKay Company, Inc., 1956).

A lot of history courses spend most or all of their time on levels 1 (knowledge) and 2 (comprehension). The HAL Project is designed to develop skills at levels 4 (analysis) and 6 (evaluation). In fact, many of the skills listed in the chart in the teacher's guide come directly from skills listed by Bloom under these two levels of thinking.

BLOOM - ANALYSIS

Analysis of Elements:

The ability to recognize unstated assumptions.

Skill in distinguishing facts from hypotheses.

The ability to distinguish factual from normative statements.

Skill in identifying motives and in discriminating between mechanisms of behavior with reference to individuals and groups.

Ability to distinguish a conclusion from statements which support it.

Analysis of Relationships:

Ability to recognize what particulars are relevant to the validation of a judgment.

Ability to recognize which facts or assumptions are essential to a main thesis or to the argument in support of that thesis.

Ability to check the consistency of hypotheses with given information and assumptions.

Ability to distinguish cause-and-effect relationships from other sequential relationships.

Ability to analyze the relations of statements in an argument, to distinguish relevant from irrelevant statements.

Ability to detect logical fallacies in arguments.

Ability to recognize the causal relations and the important and unimportant details in an historical account.

Analysis of Organizational Principles:

Ability to infer an author's concept of science, philosophy, history, or of his art as exemplified in his practice.

Ability to see the techniques used in persuasive materials, such as advertising, propaganda, etc.

Ability to recognize the point of view or bias of a writer in an historical account.

BLOOM - EVALUATION

Evaluation by Internal Evidence:

Judging by internal standards, the ability to assess general probability of accuracy in reporting facts from the care given to exactness of statement, documentation, proof, etc.

The ability to apply given criteria (based on internal standards) to the judgment of the work.

The ability to indicate logical fallacies in arguments.

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Evaluation by External Criteria:

Judging by external standards, the ability to compare a work with the highest known standards in its field--especially with other works of recognized excellence.

Skills in recognizing and weighing values involved in alternative courses of action.

The ability to distinguish between technical terminology which adds precision to a text by permitting more appropriate definition of terms, and that which merely replaces a common name by an esoteric

Summary of Methodologies Used in the Project

As was stated previously, the Project on History and Logic is a set of curriculum materials in U.S. History designed to systematically teach critical thinking skills at the higher levels of Bloom's taxonomy of the cognitive domain. The skills are listed in the section "HAL and Bloom's Taxonomy" and in the chart for each unit booklet. The Project uses a variety of methodologies to develop the critical thinking skills:

1. Guide to Critical Thinking - The Guide is a booklet on how to analyze and evaluate arguments. It includes an explanation of types of arguments in history, examples of fallacies, a checklist for evaluating evidence, a method for analyzing value positions, ways of identifying assumptions, and other information on logic and arguments. It also contains a simple, five-letter acronym as a model for analyzing arguments. The Guide serves as a reference book for the U.S. History course. Students need to refer to it often to answer the questions on the worksheets and to analyze the interpretations.

2. Problem worksheets - These sheets use short history (sometimes along with everyday) arguments to develop the critical thinking subskills. Some sheets require students to identify conclusions, fallacies, assumptions, value words, and so forth. Others require students to evaluate evidence, and test hypotheses against given information.

3. Debate and analysis - In several units, students debate topics in both small and large groups. While students are debating, the teacher takes notes. He/she then transcribes portions of the debate onto a ditto, along with questions on logic, and passes them out during the next class for student analysis. These debates are used to get students to examine their own use, or misuse of logic. Several transcriptions of debates are included in the lesson plans.

4. Interpretation analysis - Students are presented with rival interpretations, rewritten at a high school vocabulary level (see the section "HAL and Historiography" for an explanation of why). Armed with an analysis model from the Guide to Critical Thinking and with the skills developed from the logic problem sheets, students have the confidence and ability to evaluate the views.

Levels of Difficulty in the Project

The HAL materials have been written for students ranging from average ability to high honors ability. In the teacher's guide to each unit booklet there is a chart of the lessons and skills. Below each lesson there is a number designating the level of difficulty of that lesson. The number designations correspond to:

Number	Grouping in School for 15 or 16 year olds	Piagetian Cognitive Thinking Level for 15 or 16 year olds
5	Honors or Advanced Placement	Formal Operational
4	Honors	Formal Operational or High Concrete Operational
3	Average or Honors	Concrete or Formal Operational
2	Average to Below Average	Concrete Operational
1	Below Average	Preoperational or Concrete Operational

These are very rough estimates since, for example, research has indicated that many 15 year olds in honors classes are not formal operational. Nevertheless, the designations can be helpful. They can help you avoid choosing a very advanced lesson (#5) for your low average group. The designations would also help you to choose more challenging materials for your students as they progress and improve their thinking skills.

The lessons and problems have the following characteristics:

Formal Operational (Designation Number 4 or 5) - Longer readings; more difficult vocabulary; more abstract concepts; more variables involved in analysis; more open-ended questions; fewer guidelines in the worksheets.

Concrete Operational (Designation Number 2 or 3) - Shorter readings; easier vocabulary; fewer abstract concepts (abstract concepts are explained more); limited variables are involved in analysis; more step-by-step questions and guidelines to help analysis; often pairs historical examples with familiar examples in a problem sheet.

Preoperational (Designation Number 1) - Very short readings; easy vocabulary; very familiar or concrete concepts; multiple choice-type questions; one or two variables; always starts with a familiar example, then goes to a historical example.

How to Use These Materials

The idea of the History and Logic (HAL) materials is for the teacher to use them as a supplement to the regular U.S. History course. You do what you would normally have done most of the time. The HAL lessons are intended to be used for less than ½ of the total class time in the course. It is not expected that you will use all of the lessons. In some units you will use only one or two lessons. The amount of class time spent on HAL and which lessons are selected is left up to you.

The teacher can also decide how to use the materials, since there are a variety of methodologies that could be used with each lesson. On the other hand, for those teachers who would like some guidance or suggestions for using the materials, we have provided lesson plans, suggested uses, answer keys, and test questions.

Suggestions for Using HAL Materials

Here are some helpful hints in using the HAL materials:

1. Plan on using HAL for only a portion of the class period. Twenty minutes of class time on HAL problems is often enough for many students. You don't need to touch all the principles in one class. After twenty minutes you may start getting resistance from some students. What you are asking students to do is different from what they have learned about the way to play the game of school. They may be used to memorizing facts to pass tests. However, the time limit varies with the lesson, depending on the interest level. Some of the HAL problems are quite interesting and you may find students will continue working on them even after the bell rings to end the class period (it does happen!). The teacher can decide how well the lesson is being received, and adjust accordingly. But it is a good idea to plan half a class for many HAL lessons.

2. Be careful not to do too many HAL lessons (in consecutive classes). Again, some students may get bored with it, and you'll get some resistance. There are some HAL units which take several classes to teach anyway, so try to space the individual lessons out more. The HAL units are often of very high interest so students don't mind doing a few classes on them, but you can't overdo it.

   To illustrate, example number 1 might lead to some problems for that teacher, while example number 2 would be a better way to space the lessons out:

Example 1:

Day	1	2	3	4	5
Lesson	Regular Lesson	HAL Colonies	HAL Colonies	HAL Colonies	Regul Less
Day	6	7	8	9	10
Lesson	HAL Colonies	HAL Salem Witchcraft Unit	HAL Salem	HAL Salem	HA Revol

Example 2:

Day	1	2	3	4	5
Lesson	HAL Colonies/ Regular Lesson	Regular Lesson	HAL Colonies	Regular Lesson	HAL Colon Regul Lesso
Day	6	7	8	9	10
Lesson	Regular Lesson	HAL Salem Witchcraft Unit	HAL Salem	HAL Salem	Regul Lesso

3. Don't apologize for doing HAL. Explain the objective of a HAL lesson, as you would for any lesson. But don't bring up a philosophical discussion of why you're doing HAL unless someone asks. You might talk about the overall objectives of the course, one of which is an emphasis on improving thinking skills. What you want to avoid is separating, in the students' minds, the HAL materials from what they consider to be "regular" history. HAL is the real history - it is what real history is all about. Just go ahead and do it, and explain the objective(s) of each lesson as you teach it. The important point is to get students to see that critical thinking (the main objective of HAL) is an integral part of history. You are probably going to get some resistance from some students anyway, but you can avoid some problems by avoiding discussions in class about regular history, fairness, etc.

4. Do not start the HAL program by taking several classes, or even one class to go over the "Guide to Critical Thinking." You can expect many students to fall asleep if you do that. Students will better familiarize themselves with the Guide by using parts of it to help figure out the problem worksheets. For example, when the class gets [illegible] first problem on evidence, the teacher could ask how one evaluates evidence. Then the teacher can direct students to turn to the section in the Guide on evidence. Students at this point have a need to learn

this part of the Guide since they have a problem to solve. At some point (we usually do it near the beginning of the course), the teacher does need to explain the basic outline of the Guide, but you should not go over the outline in too much detail. Again, the purpose of the Guide can be explained as one important objective of the regular course without saying that it is excitingly new or radically different.

When you do need to have students learn portions of the Guide, there are several lesson plans (introductory lessons) included for teaching the materials in it. These tend to be a more interesting (and effective) way than straight explanation to learn the information in the Guide.

5. One important consideration in using HAL is to choose the lessons and worksheets which are at the appropriate level of difficulty for your students (See the section "Levels of Difficulty" for more explanation of this aspect of the Project). You can start by turning in the teacher's guide to the chart of lessons and skills. On the chart there are numbers to designate the levels of difficulty of the lessons. These designations are only estimates - you can probably get a better idea by looking over the lessons and judging how they would work with your students. The chart also allows you to individualize the lessons somewhat within a class. You could put class members into groups, and give more difficult problems to the more advanced students.

6. Evaluation of students can be done by test questions, essays, homeworks, and class participation in the discussions of the problem sheets. Grading the homework will force some students to learn the material and skills more effectively and will reward effort. We recommend grading homeworks for completion of the assignment rather than correct answers. There should not be too many HAL questions on the tests. We use a rule of thumb of roughly 10% of the total questions on the test for HAL items. You might consider curving tests on which a large number of HAL questions were answered incorrectly. It has been our experience, however, that the average class scores for the HAL questions has corresponded fairly closely with the overall average class scores on the tests.

7. Group discussions are an important part of the Project, as indicated in the lesson plans. Students can learn a great deal from each other by comparing different answers and explaining why they chose their answers. They can sometimes explain to a student better than the teacher can, why a certain answer is better than another. Group work also helps students to learn to work together and to see that they can learn from each other, rather than just from the teacher. It helps break down the assumption that the teacher is the purveyor of all Truth. This, in turn, helps students to see that they have the responsibility to think and learn information for themselves.

8. Although there are answer keys for the various problem sheets with explanations of why one or more answers is right and why the other answers are wrong, there will inevitably be times when a student will give an answer about which you are not sure. The best thing ~~to do is to ask the student to explain~~ why he/she chose the answer he/she did. If it sounds plausible say that it sounds plausible and tell the student that that was good thinking. Tell the class that this new choice is also a possible right answer, but you might come back to this question in a later class (after you've had time to think about it). ~~Or, you can ask if anyone else~~ in class disagrees with this answer and ask the new student to explain why.

9. Don't spend time arguing with students about the right answer. The overall objective of the HAL materials is to get students to think better, not to spend time arguing with students. When a student gives what appears to be a wrong answer, ask him to explain his answer, and then ask if anyone else can explain what might be wrong with that answer (as explained in #8 above). This takes the spotlight off the teacher and puts it on the students to figure the situation out. The emphasis is more on thinking.

    If the situation is not resolved, you can tell the student what your answer is and that maybe he/she will understand why you chose your answer when the class goes through some more questions. Then move on to the next question. If the student still insists, you might want to talk with him outside of class and give him extra help. There are probably similar problems somewhere else in the unit which the two of you can do together.

    The main thing to avoid is you standing in front of class, arguing for a whole period, about which answer to question number 3 is correct. No one is learning much then.

10. When having the class debate issues, consider having small group (for example 3 against 3) debates sometimes. Small group debates allow (in fact, require) people to participate, and so get more involvement from the class on the issue. Also, consider formal debates (time limits, rebuttals, etc.) sometimes.

Evaluation of the Project

There are four general objectives in the Project about which we have collected data. These evaluation results are not meant to be conclusive, but they do suggest some tentative conclusions about the Project:

Objective	Evaluation Results
1. To make students more skeptical of what they read or hear.	In an experiment on critical analysis, students were shown a filmstrip having an anti-nuclear arms race point of view. Students were read directions to watc the filmstrip and to write their reactions to it. N other clues were given about being critical or about doing analysis. Students were given 11 minutes to write their reactions. An independent scorer was gi the criteria for evaluation and the papers mixed so she would not know which were from the experimental group. The results showed that the experimental gro (N=13) made almost three times (289%) the number of comments per paper on substance weaknesses in the fi strip as the control group (N=11), and almost twice (195%) as many total comments per paper on substance in general.
2. To improve students' critical thinking skills.	There is no test which evaluates the skills that are taught in this Project. For evaluation we used the Cornell Critical Thinking Test Level X which tests some similar skills. In one test we received positi results significant at the .05 level of significance In a second test there was no significant difference between the experimental and control groups. We are presently collecting the results of a third test.
3. To improve students' writing skills	In an experiment on analyzing historical interpretations, the students in the experimental group (N=37) wrote 213 more words on the post test assignment tha on the pretest assignment, while the control group (N=10) averaged 115 more words. This is an average difference of 84.5% between the two groups. We have done no test to evaluate qualitative improvement in writing.

Evaluation of the Project (cont'd)

Objective	Evaluation Results
4. To improve student interest in history.	In a survey of three classes, 76% of the students (N=38) stated that they felt the History and Logic curriculum was more interesting than regular history which they've had.
5. To develop students' confidence to think for themselves.	In a survey of a sophomore, honors level U. S. History course (N=38), students overwhelmingly indicated that they felt confident in analyzing three fairly complex interpretations about slavery, and that the previous work with the logic problems sheets seemed to help.

GUIDE TO CRITICAL THINKING

Outline of the Guide to Critical Thinking

Introduction

Arguments are made up of three parts:

1. Evidence
2. Values
3. Logic

I. Evidence

A. There are three sources of evidence;

   1. Statements by witnesses
   2. Documents
   3. Objects

B. In an argument there are three possibilities regarding evidence:

   1. No evidence
   2. Factual information (sourceless evidence)
   3. Evidence

C. When actual evidence is given, it can be judged according to these four factors:

   P - Primary or secondary source?

   R - Reason to distort?

   O - Other evidence supporting this evidence?

   P - Private or public statement?

D. There are other factors as well in judging evidence (see "Guide" for these)

II. Values

A. Values are conditions which the author of an argument believes are good (Money, success).

B. Values in arguments:

   1. Authors' values are revealed through words which make value judgments. Words such as:

      a. Good/bad
      b. Should/should not
      c. Right/wrong

   2. You can examine a value judgment made by an author by: (see the "Guide" for examples)

      a. Separating the argument into the factual and value parts.
      b. Stating the value part in general terms.
      c. Raising specific cases to see if the value is right in all cases.

III. Logic or Reasoning

A. Logic or reasoning is the process of reaching a conclusion on the basis of information or experience.

B. Main points and conclusions:

1. Main points are what the authors of longer (more than one paragraph) arguments are trying to prove, while conclusions are what the authors of shorter (one paragraph or less) arguments are trying to prove.

2. You find the conclusion or main point by:

   a. Asking yourself, "What is the author trying to convince me of?"

   b. Looking for the place to put "Therefore."

3. Cue words:

Conclusions	Premises
therefore	because
hence	for
so	since
thus	suppose that
then	given that
shows that	if
consequently	

C. Words:

1. Watch for value words and vague or undefined words.

2. Fallacies involved with words:

   a. Jargon
   b. Equivocation

D. Assumptions and Inferences:

1. An assumption is something which is not stated but which is taken for granted by the author.

2. An inference is a conclusion that goes beyond the evidence upon which it is based.

E. Types of Reasoning Used in History

1. There are five types of reasoning. Most arguments are a combination of several of the types.

2. Types:

   a. Comparison (Analogy) - compares two cases, and reasons that what is true for one will be true for the other.
   b. Sample (Generalization) - Reasons that what is true for part of a group (the sample) is true for all or most of that group.
   c. Cause and Effect - argues that something caused something else.
   d. Proof - uses evidence or logic (evidence, authority, or eliminating alternatives).
   e. Debating - refers to another argument on the same topic and shows why this other viewpoint is wrong or partially wrong.

F. Key Questions:

1. These help you judge how good the reasoning is.
2. Key questions:
    - a. Comparison: Are the two cases compared similar enough to make the conclusion a good one?
    - b. Sample: Is the sample good enough to make the conclusion a good one?
    - c. Cause and effect: Does the author really show the connection between the cause and the effect?
    - d. Proof: Does the evidence or the argument (like eliminating alternatives) make the conclusion a good one?
    - e. Debating: Does the author give good enough reasons for disproving the other argument?

G. Fallacies in History:

1. A fallacy is an error in logic.
2. Fallacies:
    - a. Comparison Fallacies - No specific fallacies
    - b. Sample Fallacies:
        1. Unrepresentative Sample (or Hasty Generalization)
        2. Stereotyping (or Composition or Division)
        3. Special Pleading
    - c. Cause and Effect Fallacies:
        1. Single Cause
        2. Preceding Event as Cause
        3. Correlation as Cause
    - d. Proof Fallacies:
        1. Irrelevant Proof
        2. Negative Proof
        3. Numbers
        4. Appeal of Authority
        5. Appeal to the Golden Mean
        6. False scenario
        7. Either-Or
        8. Begging the Question

- e. Debating Fallacies:
    - 1. Attacking the Arguer (Ad Hominem)
    - 2. Straw Man
    - 3. Appeal to Irrelevant Outcome

IV. Models for Analyzing Arguments:

- A. Written arguments - MARKER
    - M - Main point
    - A - Assumptions (and values and value judgments)
    - R - Types of Reasoning
    - K - Key Questions (and fallacies)
    - E - Evidence
    - R - Relevant information (and common sense)

- B. PIPE
    - P - Point of view
    - I - Inferences
    - P - Persuasive techniques
    - E - Evidence

"Guide to Critical Thinking"

This "Guide" is intended to help you to better judge arguments that you read or hear from historians, your friends, your parents, news reporters, or other people. An argument (or an interpretation) as used in this "Guide," refers to the act of presenting a conclusion someone wishes to make and backing it up with reasons that logically lead to the conclusion. You have to decide for yourself how strong the argument is.

Arguments or interpretations are made up of three parts:

1. Evidence - facts or information which the author uses to back up his/her points.
2. Values - the underlying beliefs of the author about what is good or important
3. Logic (or reasoning) - the reasoning used by the author to arrive at his/her conclusions.

In a sense, the author of an argument constructs his position as someone might construct a building. The author's values are like the foundation, the evidence is like the bricks that comprise the walls, and the logic is like cement which holds the bricks together and forms them into a particular pattern. Just as when you look at a building you want to look at the whole structure first, so too when you look at an argument you want to get the main point (or conclusion) first. Then you want to break the argument down (analyze) into its parts and evaluate the parts against certain standards of excellence of reasoning and evidence.

The rest of this "Guide" contains explanations of each of the parts of an argument: evidence, values, and logic. In each section there are suggestions as to what to look for and how to judge that aspect of an argument. The last section of the "Guide" outlines a simple model - MARKER - which will help you to better evaluate arguments.

I. EVIDENCE

A. What Is Evidence?

Evidence is the information which a historian or author presents to support his/her argument.

It is only when we know the sources of the evidence that we can judge (evaluate) how good the evidence actually is. There are three sources for evidence:

1. Statements by witnesses or other people
2. Documents (written information)
3. Objects

B. Evidence in Arguments

1. There are three possibilities for evidence in an argument.

   a. No evidence - when a historical argument has no evidence to support its points, you should not be convinced by it. Even if the reasoning in the argument seems very strong, you should not support the viewpoint until you see some evidence on the topic (that is, you should suspend judgment). Generally, a historical viewpoint without evidence is a weak argument. You should always ask yourself, "what is his/her evidence?"

   b. Factual information (sourceless evidence) - when a historian does not give the source for his/her evidence, you really have no way to judge how strong the evidence is. You might say that the historian has given factual information or examples, but not evidence. Factual information, unlike opinions, could be proven true or false (verified) if you wanted to do the research to check on it. In some cases you will want to do this. But this is different from what you do when you judge evidence for which the source is given.

   c. Evidence - when the source of the information is given you have an opportunity to make some judgments about the evidence presented. You will always be better off by researching further to check on the evidence, but when the source is presented, you can make some judgments before you do more research.

      You'll know a viewpoint contains evidence (as opposed to factual information) when the author refers to statements by people, written information, or objects to support his/her arguments.

2. The examples below show the different possibilities for evidence:

Topic - Karen and the softball team:

a. "Karen is a very good softball player, in fact the best on our team." (No evidence)

b. "Karen is the best softball player on our team. She hit .340 for the season and made only two errors playing second base." (Factual information because this information could be checked, but we have no way of judging the evidence without checking).

c. "Karen is the best softball player on our team. Coach Berg said she was the best feilder and the scorebook shows she hit .340 for the season." (Evidence because the source is given. We could ask whether Coach Berg is a primary source, has a reason to distort, and so forth).

Topic - Reconstruction governments:

a. Reconstruction governments in the South were so corrupt that the South was ruined by them. (No evidence)

b. Reconstruction governments in the South were terribly corrupt. South Carolina's debt was increased tremendously. In Arknasas a Negro was given $9,000 for repairing a bridge which had originally cost $500. Other Southern states had the same thing happen. (These are examples or factual information. Statistics can be checked, but we can't evaluate them here without the source. Statistics themselves don't lie, but the people who put them down to make a point frequently distort them. We need to know who recorded these statistics, for what reason, and so forth).

c. Reconstruction governments in the South were terribly corrupt. For example, right in the records of the South Carolina legislature is recorded a vote to give the Speaker an extra $1,000 pay for his efficient service right after (according to his diary) he had lost $1,000 on a horse race. (Evidence because the source is given - the records of the legislature and the diary).

Once you know that there is evidence, you can judge it according to the following factors:

P - Is it a primary (eyewitness) or secondary (not an eyewitness) source? (Primary is better).

R - Does the person giving the statements or writing the documents have any reason to distort, cover up, give false impressions or lie? (No reason to distort is better).

O - Are there other witnesses or statements of the same event which report it the same way? (Having other statements saying the same thing is better).

P - Is it a public or private statement? It is public if the person giving it knew other people would hear it, or intended that other people should hear it. (Private is generally better).

So when you have identified the evidence in an argument, you can give it the PROP analysis. These four factors for judging evidence will be enough to help you evaluate most evidence you will see. However, there are other factors, should you need them:

A. The Witness:

1. What is the frame of reference (point of view) of the witness? What are his values? What is his background?
2. Is the witness an expert or recognized authority on what he saw?
3. How soon after the event did the witness report it?
4. Did the witness use precise techniques or tools to report the event? For example, did he/she take notes or use reference points?

B. The Observation Conditions:

1. Did the witness have good conditions to see the event? (Was it foggy, noisy, dark?)
2. What was the physical location of the witness to the event? Was he close to the action? Were there objects (i.e. buildings) blocking his path?

C. The Witness' Statement: (The Document)

1. ~~Does the witness believe that his~~ statement could be checked out? If I believe you can check my story with other witnesses, I am more likely to tell the truth.

2. Is what the witness says an observation ("Mary smiled") or an inference ("Mary was happy")? Since inferences are judgments they can reveal a lot to you about the witness' point of view or motives for his/her statements.

3. Is the document authentic or a forgery? What is the reputation of the source containing the document?

II. VALUES

A. What is a value?

Values are conditions which the author of an argument believes are intrinsically good, or thinks are important or worthwhile. Examples of things people value are: money, success, friendship, love, health, peace, power, freedom, equality. It is often important to discover what the underlying values are of the author of an argument. This will help you understand why the viewpoint is argued the way it is. In some cases, your values may be different from the author's values, which will help you understand why you disagree with the argument. For example, if you believe that peace in generally more important than demonstrating power, then you are going to disagree with an argument which says that since country A increased its power by attacking country B, it was right to attack.

B. Values in arguments:

1. The values of the author are revealed in an argument by words which make value judgments. Sentences containing words such as "good," "bad," "right," "wrong," "justified," "should," "should not" are usually making value judgments. For example, if someone says "The U.S. was wrong (value judgment) to drop the atomic bomb on Hiroshima because so many people were killed," he/she is saying that life (value) is more important than the other conditions or values involved (power, peace vs. war, etc.).

2. When you have identified a value judgment in an argument, you can then examine it by:

    a. Separating the argument into the factual and value parts.

    b. Stating the value part in a general way.

    c. Ask yourself whether this value position would be right in all instances (cases). Think of cases to see if the value would be right for them.

    For example, suppose someone said:

    "We should have capital punishment because criminals will commit fewer crimes if they think they might be executed (killed by the government)".

    You would do the following:

a. Factual part - "Executing criminals will cause criminals to commit fewer crimes." (Notice that this could be checked on by getting statistics on the number of crimes with and without capital punishment, or other methods). This was mentioned in the section on evidence in this "Guide."

b. Values part stated in general terms - "Something (notice the general word) which causes fewer crimes should (value judgment) be done."

c. Is this a good idea in all cases? You could bring up specific cases such as:

> "Putting into jail anyone who has ever been a defendant in a criminal case, whether found innocent or guilty, will cause fewer crimes also. Should we do this?"

Now we know that just because something (capital punishment) causes fewer crimes to be committed doesn't mean that we should necessarily do it. There are other things (like rights, innocence) to consider. The person who made the statement (if you are discussing an issue directly with him/her) might have to modify it to:

"We should have capital punishment under strict safeguards to protect innocent people, because it will make criminals commit fewer crimes."

You could now bring up new cases to get the author to examine his/her value position further.

The object of this strategy is not to embarrass or humiliate the other person but rather to get everyone to examine the value positions in more detail.

C. Other value judgments and emotional language:

Sometimes the author of an argument will use specific words (rather than "right," "wrong" etc.) to describe a situation which reveal value judgments. Again, these reveal the author's point of view or position on the things described. For example, the following two sentences tell you something about the points of view of the authors:

1. "The lazy government official needlessly interfered with the running of the dynamically expanding business."

2. "The representative of the public's interest was finally able to control the pollution of the greedy monopoly."

These are extreme examples, but they show how authors can use words to paint the good guys and the bad guys. It is not hard to see that the first author supports the business against government, and the second author supports the government against the business.

Words such as those in the two examples above and others such as "terrific," "terrible," "intellectual," "egghead," "pushy," and "go getter," show the author's point of view. You should try to identify the use of this type of emotional language. When it appears it shows that the author is emotionally involved in the topic (he/she may not be as objective as he/she should be) or that the author is trying to sway the reader through an emotional response. We should not be swayed to accept an argument through emotion, but rather through reasoning and evidence.

III. LOGIC OR REASONING

A. What is logic or reasoning?

Without logic or reasoning, humans would make no advances in life. Reasoning is one of the most important characteristics separating humans from animals. Logic or reasoning is the process of reaching a conclusion on the basis of available information or experience. It is the way an author tries to prove his point.

This section of the "Guide" includes information on various parts of logic or reasoning and gives you tips on what to look for in each part.

B. Main points and conclusions:

1. The first thing that you should do when you read an argument is identify the main point. The main point is what the author of a long argument (more than one paragraph) is trying to prove. You can't judge an argument until you first figure out what the author is trying to prove. A conclusion is what the author of a short argument (one paragraph or less) is trying to prove.

   A premise is a statement which presents evidence or reasons for the conclusion of the argument. (it is the part other than the conclusion). We will use the word premise in the worksheets, but we are concerned mostly with finding the conclusion.

2. You can find the conclusion or a main point by asking yourself, "What is the author trying to convince me of?" You can often also locate the conclusion by using the cue words below, especially "therefore." Ask, "Therefore, what?"

3. Cue words:

Conclusions	Premises
therefore	since
then	if
so	because
thus	

C. Words

1. As you can see in the sections on values and conclusions, the words an author uses can reveal something about his/her values, or cue you about the parts of an argument. In addition, historians should be careful to define words they use in arguments. Some words present problems when we try to define them. For example: "Bald" - how bald is bald? 100 hairs? 2 hairs? no hairs? Where a word is subject to several meanings, the historian should define how he/she is using it.

2. In some cases word usage is the key to assessing how good a historical argument is. There are some fallacies associated with words, among which are:

a. Jargon - the needless use of big words to make the argument sound more impressive. The key word is "needless," for in some instances big words are necessary to explain the argument.

b. Equivocation - the use of a key term in two or more senses in the same argument. For example, "How can people oppose Communism, when we are all communists (since we all share to some extent)?"

D. Assumptions and Inferences:

1. An assumption is something which is not stated but which is taken for granted by the author. We will say that something which is taken for granted but is stated is not an assumption but just a statement which lacks evidence. Unstated assumptions are the middle or general premise in an argument. You can find them by rewriting a short argument into premise-premise-conclusion form. For example, if someone said:

> "We should spend our vacation in the mountains because we need a rest."

We could rephrase it as:

Premise - We need a rest

Premise (Assumption) - Vacations in the mountains provide rests

Conclusion - We should spend our vacation in the mountains.

Notice that the second premise is the assumption and that it is stated in general terms - "vacations."

2. An inference is a conclusion that goes beyond th evidence upon which it is based. It is drawn from the evidence. By knowing certain facts, we can make an educated guess or infer that something else is true. For example, if you walked into a room and there were twenty people there who yelled "surprise!" and started singing "happy birthday," you could infer that this is your birthday, that this is a birthday party, that someone had planned all this, that there will be a cake later, and so on. Or, if you saw a person frowning, you might infer that he/she is angry. The reasoning here is:

Premise: That person is frowning

Premise: People who frown are angry

Conclusion (inference): That person is angry

The inference is the conclusion

You need to learn to make reasonable inferences (a well developed skill among historians) and to judge how good the inferences are that are made by historians or other suthors. Many times people make incorrect inferences because of faulty assumptions. For example:

"I knew Tom was a drinker when he told me he was Irish."

The faulty assumption that all Irishmen are drinkers led to the unwarranted (possibly incorrect) inference that Tom is a drinker.

E. Types of Reasoning Used in History:

1. There are basically five kinds of reasoning used in history. Once you can identify these types of reasoning, then you can judge them against key questions for each type. These questions will help you see strong points, find weak points, or identify downright errors (or fallacies) in logic in the argument. You need to remember that in most arguments, even short ones, there are several types of reasoning being used.

2. Types of reasoning:

   a. Comparison (Analogy) - this type of reasoning compares two similar cases and reasons that what is true for one is true for the other. Watch, sometimes, for the cue word "like" to show an analogy.

   Examples:

   "Harry did all his homework and got an 'A' in history. If I do all my homework, I'll get an 'A' too."

   "Tracy set up her factory this way and it increased the speed of her assembly line. If I do the same, I'll increase the speed of my assembly line."

   b. Sample (Generalization) - this type of reasoning reasons that what is true for some part (or sample) of the group will be true for the whole group.

   Examples:

   A person takes a bite (sample) of pizza and says, "it's cold" (whole group).

> A student who studied the corrupt Tweed Ring in New York City in the 1870's (sample - 1 case), concludes that there was a lot of corruption in American cities in the 1800's (whole group).

When you see general terms (plural nouns) like "people," "countries," "wars" consider that the author is making a generalization. How many people, countries, causes, or wars were sampled?

Two types of generalizations are called hard and soft generalizations. Hard generalizations deal with all (or none) of the members of a group. "All the apples have fallen off the tree." This type is disproven by one counter example (contrary case). Soft Generalizations deal with most (or a few) of the members of a group. "Most people remember Vietnam." This is not disproven by one or even several contrary cases, but as the contrary cases add up, the generalization is weakened. Historians do some of their research on specific cases (like "White Collar Mobility in Nineteenth Century San Francisco") in order to test the worthiness of generalizations.

c. Cause and effect - this type of reasoning argues that something caused (or will cause) or brought about - something else. This type of reasoning is involved with the connections between causes and effects.

Examples:

> You see a flame (cause) under a pan of water, so you conclude it will boil (effect).
>
> A historian argues that the main cause for the U.S. to enter into World War I was German submarines sinking so many ships.
>
> A doctor sees that you have a fever and are coughing (effects) and concludes you have a virus (cause). He/she will then run tests to verify his/her reasoning.

Cue words for cause and effect reasoning are "cause," "reason for," "led to," "prevented."

d. Proof - this type of reasoning uses evidence or logic to prove the argument. Almost all arguments use some form of proof reasoning. When you cannot identify the argument as being a comparison, sample, cause and effect or debating (described below) then it probably is a proof argument. There are several ways of using proof reasoning:

1. Using evidence (or lack of evidence) to prove the point.
2. Using authority or moderation, or emotion to prove the point.
3. Eliminating alternatives to prove the point. For example, the prosecuting attorney might say, "Only Hodges and Simpson had a motive to commit the crime but Hodges was in Bermuda at the time, so Simpson must have done it." The prosecutor has eliminated alternatives to arrive at his/her conclusion.

Examples:

(Evidence)	"Records from New Orleans show that slave sales broke up many slave families."
(Authority)	"Mrs. Harney, a recognized expert on this subject, has shown that social class is not the most important reason."
(Eliminating Alternatives)	"As has been shown, social class was not the key to voting behavior. Moreover, people did not vote based on issues or the candidates' personalities. This leaves only religious and ethnic factors to explain voting patterns.'

(Notice that this also uses cause and effect and sample reasoning, and that all the alternatives have not been eliminated).

e. Debating - this type of reasoning refers to or talks about what another person (historian in an issue on history) said about the same topic. It basically tells you what the other people said, and gives you an argument about why the other people are wrong or partially wrong. Debating is done quite frequently at the beginning of articles in historical journals. The authors of the articles then go on to use the other four types of reasoning to show why their arguments should be accepted.

Example:

> "The theory that the U.S. entered into World War I to make the world safe for democracy is weak for several reasons."
>
> ("The theory" refers to another viewpoint by a different historian)

F. Key Questions:

1. For each type of reasoning there are key questions which will help you to judge how good the reasoning is.

2. Key questions for each type of reasoning:

   a. Comparison (Analogy):

      Are the two cases compared similar enough to make the conclusion a good one?

   b. Sample (Generalization):

      Is the sample a good one? Is it large enough or represeatative enough to make the conclusion a good one?

   c. Cause and effect:

      Does the author really show the connection between the cause and the effect? Has the author considered all the possible connections or causes?

   d. Proof:

      Does the evidence or the argument make the conclusion a good one? Have all the alternatives been eliminated in this type of reasoning?

   e. Debating:

      Does the author of this argument give good enough reasons for disproving or weakening the other argument? Does he/she attack the other view in a fair way?

G. Fallacies in History:

1. Once you have identified the types of reasoning involved in an argument and asked yourself the key questions for the types of reasoning involved, you can get an idea of some of the strengths and weaknesses of the argument. From there you can also identify any fallacies (errors in logic) that might have been involved in the argument. The fallacies below are arranged according to the five types of reasoning. All you have to do is look under the types of reasoning you've identified in order to find the possible fallacies involved. For example, if you've concluded that the argument you're analyzing is a combination of sample and cause and effect reasoning, you would ask the key questions for those two types and then look at the fallacies under those two types only.

2. Fallacies (or errors) in reasoning:

   a. Comparison (Analogy) Fallacies:

      No specific fallacies. The key question takes care of the fallacies.

   b. Sample (Generalization) Fallacies:

      1. Unrepresentative Sample (or Hasty Generalization) -

         A conclusion based on a sample which has too few examples or which does not represent the whole group well. This includes oversimplifications, such as "If it were not for bankers, we wouldn't have wars."

      Example:

         A reporter asks three people in Massachusetts if they support gun control. They all answer yes. So he/she concludes, "everyone in Massachusetts supports gun control."

      Sometimes only a single case is used to make a generalization. Watch for "for example," or "for instance."

      2. Stereotyping (or Composition or Division) -

         A conclusion in which the characteristics of some portion of the group are assumed to be true for everyone (or everything) in the group.

Examples:

> "You're Jewish, so you must be well educated."
>
> "He's a member of a good law firm, so he must be a good lawyer."
>
> "They all are good singers, so they'll be a good quartet."

3. Special Pleading -

A conclusion based on bringing out the factual information favorable to the author's arguments, but leaving out the information which is not favorable. Be careful not to overdo this fallacy. Historians always have to leave out some information, but this doesn't mean they've committed special pleading. What we want to know is whether the historian has left out evidence contrary (opposite) to his/her theory, or whether the historian has included it and overcome it with better evidence or reasoning.

Examples:

> "Mom, I should be able to go to the dance. I passed my history test, and got an 'A' in math." (But, he/she failed the science test, which he/she didn't tell his/her mom).
>
> "The U.S. has always won her wars. Look at the Spanish-American, World War I, and World War II." (But this leaves out the War of 1812 and Vietnam).

C. Cause and Effect Fallacies:

1. Single Cause - A conclusion that an event had one cause when in reality more than one cause was involved. Giving an event one cause oversimplifies history. Be careful not to overdo this fallacy. Sometimes a historian wishes that something was the cause of an event, but he/she really means that it was the mean cause.

Example:

> "The explosion of the battleship 'Maine' caused the Spanish-American War."

2. Preceding Event as Cause (Post Hoc Ergo Propter Hoc) -

A conclusion that if event B happened after event A, then A caused B.

Examples:

"I washed my car, so naturally it rained."

"General Grant was appointed commander of the Union troops. After this, the North started to win."

3. Correlation As Cause -

A conclusion that if A and B occurred at the same time, or regularly at the same time, (a correlation) then one caused the other. Historians deal frequently with correlations when they cannot show the connection between a supposed cause and effect. Ideally, we would like to see the connection, but oftentimes correlations are very strong. For example, since doctors have not shown how cigarette smoking leads to lung cancer (they haven't shown the connection) they haven't proven that it causes the cancer. Yet the correlation between cigarette smoking and lung cancer is so strong that almost everyone believes that cigarettes do cause it.

Examples:

"Democrats were President during World War I, World War II, and Korea. The Democrats cause wars."

"Presidents elected in years ending in zero (i.e. 1860) died in office. So, the years they were elected caused their deaths."

d. Proof Fallacies:

1. Irrelevant Proof - A conclusion based on an argument which is not relevant to the topic.

Examples:

Student to teacher, "If you flunk me, I'll lose my scholarship."

Child to parent, "Everyone else does it."

Historian, "Governor Billings was not such a bad governor. He was good to his children, and he went to church every Sunday."

2. Negative Proof - A conclusion based on the absence (lack) of evidence to support some other theory (argument).

Example:

"There is no evidence that Senator Macklem was an honest woman, therefore, she was a thief."

3. Numbers - A conclusion that this argument must be right since there is so much evidence to back it up. Be careful here, because generally an argument with more evidence is strengthened.

Example:

"We have so much evidence from these records that we must be right."

4. Appeal to Authority - A conclusion that this argument is right because it is based on the support of an expert. Again, you have to be careful, since using authorties to support a theory generally strengthens the theory. This si why doctors are called in to testify in court cases involving medical injuries. However, sometimes authors depend too much on experts and not enough on evidence to prove their points. Also, sometimes the experts are not expert on the particular topic about which the author is arguing.

Example:

Bruce Jenner urging us to eat a certain brand of cereal.

5. Appeal to the Golden Mean - A conclusion that this argument is right because it is moderate, (between the extreme views) or it takes in all the other viewpoints. Remember that extreme views can be right. Many ideas that we now accept as reasonable were once considered extreme. For example, it was once considered an extreme view to be in favor of women voting.

Examples:

"Some people say that Adolph Hitler was the greatest leader ever and some people say he was one of the most evil men who ever lived. So, he must have been an OK person - with some good and some bad points."

"The ideal highway speed is 45 miles per hour because it is between the crazy speeder and the slow poke."

6. False Scenario - A conclusion based on an argument that if something had happened, then something else would have happened. (or if something had not happened, then something else would not have happened, and so forth). Scenarios can be reasonable if there is a lot o evidence to support them, but scenarios are weak. Watch for the cue word "if," although not all statements with "if" are scenarios.

Example:

"If we had not built railroads in the late nineteenth century, the U.S. would not have had as much economic growth."

7. Either-Or - A conclusion that since A and B were the only possible explanations and since A was not possible, B is proven to be the explanation. This method of arguing (eliminating alternatives) is acceptable, as was shown above in the explanation of proof reasoning. The problem is when the two alternatives were not the only choices available. Couldn't it be both, neither, or something else?

Example:

Book title "The Colonists: Dreamers or Idiots?"

8. Begging the Question (Circular Argument) - A conclusion which is based on a premise, but the premise is also based on the conclusion.

Example:

"Author A is a better writer than author B because people with good literary taste prefer A. We know those people have good literary taste because they read author A."

9. Prevalent Proof - A conclusion that something is right because everyone knows it is right.

Example:

(From the Middle Ages) "Everyone knows the sun goes around the earth."

e. Debating Fallacies:

1. Attacking the Arguer (Ad Hominem) - A conclusion that the opposing viewpoint is wrong because of the person making the argument.

Example:

"No one should listen to what Mr. Warren says. He's a Communist."

2. Straw Man - A conclusion that the opposing viewpoint is wrong based on an attack on what the opponent did not say. It is the technique of adding to or changing what an opponent has said, and then attacking your version of what he/she said.

Example:

Jones: "I'm opposed to capital punishment."

Thibedeau: "People like you who oppose punishing criminals make me sick." (Jones didn't say he opposed punishing criminals.)

3. Appeal to Irrelevant Outcome - A conclusion that an opposing viewpoint is wrong because the person making the argument would really not want the outcome or consequences of his/her position.

Example:

Historian: "I wonder if those historians who feel America was wrong in the Mexican War would want to give back all the land the U.S. gained from the War."
(This is irrelevant to whether the U.S. was right or wrong.)

IV. MODELS FOR ANALYZING ARGUMENTS

A. For written arguments use MARKER: (Remember that key words - such as value words - can help you identify several of the parts of an argument).

M - Find the main point.

A - Locate any assumptions the author makes. Include in these values and value judgments.

R - Identify the types of reasoning used by the author in the different parts of the argument.

K - Apply the key questions to the types of reasoning you found. How well does the author answer these questions? These key questions may also help you to identify fallacies in the argument.

E - Look for the evidence the author uses to support his points. If there is no evidence, be sure to note that. If the author uses factual information (sourceless evidence) instead of evidence, write that down and add any comments. If the author has evidence, evaluate it according to PROP or the other factors for judging evidence. If the author includes a lot of evidence, evaluate only the two or three pieces of evidence that support the most important arguments. You must evaluate specific pieces of evidence if there is evidence presented in the argument.

R - Think of any relevant information that you know of on this issue. Do the points made in this argument square with what you already know on the topic? Do the points seem to make sense based on your own experiences?

B. For films use PIPE: (Remember that what we are evaluating here is the arguments made by the film. We are not judging it according to literary or technical standards.)

P - Find the point of view of the film. Watch for parts of the film which seem to make value judgments. Does the point of view support or attack a point of view which you already know of on this topic?

I - Watch for any inferences made in the film. What parts of the film could the author (filmmaker) not have known from the evidence available on this topic, but rather had to guess at or infer. For example, suppose two characters in the film have a private discussion in a bedroom. If neither of these figures ever actually wrote about what he/she thought or talked about, then you might conclude that the author of the film made up this conversation. The conversation may reveal the author's opinious, bias, or point of view.

P - Think about the persuasive techniques used in the film. How does the film use music, camera angles, character portrayal (i.e. good guys and bad guys), and so forth? Are these aspects of the film meant to persuade the viewer to a certain point of view? For example, if a film on industrialists played lively cheerful music every time an industrialist was shown, you might conclude that the filmmaker was favorable to the industrialists.

E - Identify any evidence used in the film to support its arguments. What evidence is presented and how good is it? When we say evidence we mean specific evidence used to support specific arguments. We do not mean the statement at the beginning of some films that it is "based on fact." It is very difficult to present evidence in a film. Nevertheless, just as you should not be persuaded by written arguments having no evidence to back them up, you should not be unduly influenced by films having no evidence to back them up.

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Explanation of the Guide to Critical Thinking

Introduction

We are using "argument" and "interpretation" as interchangeable. Later we will also use "viewpoint."

We mention the process of analyzing and evaluating an argument. With some classes the teacher might want to mention that this is from Bloom's taxonomy and to explain the six levels of thinking outlined by Bloom (Bloom's taxonomy is explained in another part of the teacher's guide).

The six-letter acronym (MARKER) is intended to be easily remembered by students, so they will be able to use it long after they leave this course.

I. Evidence

The definition of evidence given here is a narrow one. We feel that factual information or examples cannot be verified easily so they cannot usually be evaluated by students. Evidence, on the other hand, can be evaluated, to some extent, without further research. We want to encourage this evaluation of evidence. Note that examples "b" and "c" on reconstruction contain statistics, but in "b" statistics do not constitute evidence.

The factors for evaluating evidence are limited to four (PROP) to make it more easily remembered by students. Also, many, if not most, students aged fourteen to seventeen will be concrete operational. A characteristic of this cognitive stage is the ability to handle four or five variables at most at a time. For students who can handle more variables, other factors are included. This list is still not exhaustive, but it will be helpful for most evidence high school students will encounter.

One important consideration for evaluating evidence which was not included in this section of the "Guide" is whether the evidence actually supports the argument the author is making. This factor is dealt with in the logic section of the "Guide" under proof reasoning. The key question for proof reasoning is "Does the reasoning or evidence presented actually prove the point?"

Use the introductory worksheets on evidence to help students to understand this section.

II. Values

The intent in this section is to show students the importance of the language used in arguments. Value judgments reveal the underlying values of the author. We do not want students to be swayed by emotional language, or the fallacy of appeal to emotion.

As is pointed out in the "Guide," the strategy of bringing up specific cases to test the worthiness of a value position is not intended to "best" the other person, but rather to get both people to examine the value in more depth. Frequently, assertions are made by people which are based on rather simplistic value positions.

It is helpful if people can examine those value positions against the more complex nature of reality. It leads to qualifications of positions, and more importantly, to more thinking.

III. Logic or Reasoning

A. What is logic or reasoning?

The meaning of logic or reasoning which is given in the "Guide" is a simple one. There is no discussion of formal logic, validity, syllogisms, venn diagrams, deductive or inductive logic, or many other aspects of logic in the formal sense of the term. There are several reasons for this. History is not involved with formal logic to any significant extent (conditional logic is one excpetion). Thus, venn diagrams are useless, as far as we can tell, for analyzing historical arguments. Moreover, we do not feel that the assessment of arguments for their validity is helpful for evaluating historical arguments. When we ask students how good an historical argument is, we are asking them how truthful it is, not how valid its form is (we do, however, have students rewrite arguments in premise-premise-conclusion form because this helps them think through arguments better).

We feel that teaching some elements of formal logic would be helpful in some ways to improve students' critical thinking skills. However, these elements would be worth the results. On the other hand, the skills taught in this project are directly related to the subject matter and, we believe, improve students' critical thinking skills significantly with a moderate input of time and effort.

Some teachers may nevertheless want to explain a few aspects of logic to their students, just to clarify for students the different types of thinking. In this vein it might be worthwhile to explain to high level students deductive logic (if the premises are true, and it's a valid argument then the conclusion must be true) and inductive logic (if the premises are true, then the conclusion is probably true) and that history is involved almost entirely with inductive logic. We did not include this explanation in the "Guide" because it confuses some students.

B. Main points and conclusions:

Finding conclusions and main points are the first step in analyzing arguments. The student must know what the author is trying to convince him of first, before he/she goes on to assess whether he/she should believe it.

It is important to point out to students that putting in "therefore" to find the conclusion is not foolproof. Sometimes "therefore" can be put into several places in an argument.

C. Words are not part of the analysis model (MARKER), but they are improtant to several parts of the model. You can put the problem of undefined words and the two word fallacies under proof reasoning in the model, if you want to emphasize language more.

D. Assumptions and Inferences:

The definition of an assumption is much narrower than the meaning given to it by other people. We feel that stated assumptions are just statements which lack evidence or factual information to support them. These types of assumptions are picked up by the evidence section of the "Guide" and the MARKER model. Here we are interested in getting students to identify positions which are unstated because these can sway the reader more easily. So it is the missing major premise and the author's underlying values with which we are concerned. We tried to define carefully in the "Guide" what we mean by assumptions to avoid misunderstanding by students.

E. Types of Reasoning in History:

Four of these categories are fairly easily understood, learned, and identified in arguments. It is the proof type of reasoning which is the hardest to learn and identify because it is the broadest category. You might want to cue students that if they cannot clearly recognize a type of reasoning as one of the other four types, it is probably proof. Emphasize that proof by evidence deals with how evidence is used to prove the point, rather than how good the evidence is (for example, whether it is primary vs. secondary). Does the evidence actually prove the argument the historian is making?

F. Key Questions:

These questions are not explained here. However, there are worksheets to help students better understand the questions.

G. Fallacies:

We emphasize key questions more than fallacies in our analysis model (MARKER), because we feel key questions are easier to remember, promote better thinking, and lead to a better analysis of most arguments in history. There are 18 fallacies listed under this section, but there are only five key questions to remember. Also, since the questions are less specific than the fallacies, they require more generalized thinking to apply them to specific arguments.

The most important benefit of using key questions, however, is that the essential evaluation of most historical arguments does not involve fallacies. Fallacies arise in minor parts of historical arguments but do not usually help us to decide whether or not to accept the main point of the argument. In some cases, historical arguments are riddled with fallacies, but using the key questions would also show these arguments to be weak. We feel that the arguments used for identifying fallacies are often caricatures of creditable arguments.

But, fallacies cannot give us more than a hint as to which argument to believe when we are confronted with rival viewpoints made by reputable historians on many topics in American History. When we read Arthur Schlesinger Jr. and Lee Benson on Jacksonian Democracy, it will not be a knowledge of fallacies which will help us decide which viewpoint is stronger. It will not be that one author commits the fallacy of the misrepresentative sample while the other's sample is fine. Rather, it will be that one author's sample was simply better in some way - it was larger or more representative. It will not be that one author commits the fallacy of post hoc reasoning while the other does not. Rather, it will be that one author will present a more complete explanation of, or have more evidence to show, the connection between the cause and the effect involved in the issue.

For what separates better historical interpretations from weaker ones is degrees of differences: somewhat more similar analogies, generally better samples, rather more complete explanations of the connections between causes and effects, fairly stronger or more important evidence or proof. Fallacies hide these differences in degree. The author either commits the fallacy in question or he/she does not. In a sense, fallacies themselves commit the fallacy of either/or reasoning. It is well to remember that fallacies are names that someone decided to give to some weakness in reasoning which seemed to arise often enough to justify giving it a name (i.e., a category).

The most well known example of fallacies being applied to historical thinking is David Hackett Fischer's Historian's Fallacies: Toward a Logic of Historical Thought. This author lists hundreds of fallacies in historical writing, which are both entertaining and instructive. But the examples are usually one paragraph or less taken from historical articles or books. They do not help us (nor are they intended to) assess the interpretations as a whole.

While we believe that key questions will generally be of more help to students in evaluating intrepretations, we do feel that fallacies are worthwhile as examples of faulty thinking which can help students to find weak spots in some arguments. The fallacies listed in the "Guide" are fallacies that we have found are more common in historical arguments. We tried to keep the list as short as possible, to avoid having students trying to remember too much information.

IV. Models for Analyzing Arguments

A. Written arguments - MARKER:

We tried to keep the model as short as possible. Fewer letters would have been better, but we feel all these letters are necessary to a complete analysis.

For each letter, the student should refer to a specific example from the argument. In the historical interpretations in the booklet, the sentences are numbered to facilitate reference to specific examples.

As was mentioned above, "words" was not included as a letter in the model, but parts of the model require attention by students to the language used in arguments.

The latter R (relevant information) was included in the model to help students to remember to incorporate the relevant information that is included in some of the historical interpretation lessons (the skill of relating data to a hypothesis). Beyond that, this letter in the model is intended to help students to more actively search their own knowledge to assess new interpretations. Sometimes, students could better critique a viewpoint if they would think about what they already know which supports or contradicts the theory. By making this a conscious part of the analysis model, we feel students will do this more readily.

B. Films - PIPE:

Part of critical thinking, especially for today's children, should apply to visual media. The first problem that has to be overcome is that most students do not recognize that there are arguments or points of view in films. The point of the analysis model is to make the student a more active viewer.

There are several films which are recommended as an optional part of lesson plans in the booklets. The analysis model could obviously be used with many other films, however.

Remind students that what they are doing is assessing the arguments or point of view of the film, not the literary aspects of the film.

Using the Guide to Critical Thinking
and the Introductory Lessons

The "Guide to Critical Thinking" (or the "Outline of the Guide" for easier reference) is intended to be used by students as they need it to solve the problem worksheets in the booklets. As mentioned before, we do not think it is a good idea to explain in detail the various parts of the "Guide" to students. Rather, when you choose a lesson that you would like students to deal with, (for example, E-2) you look up the skills involved in that lesson, and go over that section of the "Guide." Then you can have the students do the appropriate introductory lesson to make sure they understand the skill before tackling the problem in the regular unit in history. The emphasis in the introductory lesson plans is on concrete demonstrations and familiar examples to help students who are preoperational or concrete operational to understand these abstract concepts. (see the section "Levels of Difficulty in the Project" for further explanation of Piaget's cognitive stages).

The introductory lessons do not cover every aspect dealt with in the "Guide" but they do cover all the major ones. The introductory lessons are on the following topics:

IN-1	Bermuda Triangle. Introductory reading for overview and motivation
IN-2	Identifying evidence
IN-3A	Identifying and evaluating evidence
IN-3B	Identifying and evaluating evidence
IN-3C	Evaluating evidence
IN-4	Values
IN-5	Conclusions
IN-6	Assumptions
IN-7	Types of reasoning
IN-8	Key questions. This is meant to help students evaluate the reasoning used in arguments.
IN-9	Fallacies

For IN-3A, 3B, and 3C you can select the demonstration (3A or 3B) that you prefer. Then, if you'd like, you can follow the demonstration up with the worksheet on evidence (3C).

When you have students refer back to the "Guide" to do the worksheets, have them look at the "Outline of the Guide" for easier reference.

INTRODUCTORY LESSONS

IN-1 Lesson Plan
The Bermuda Triangle

The main objective of this sheet is to help students to see that they shouldn't believe everything they read or hear - that some arguments are not as strong as they appear at first. It is intended to help students to be more skeptical.

One way to use the sheet is to have students read it and ask them to write down their reaction to it. When everyone has written something, then ask the students what they think about the reading. After quite a few opinions are expressed have them read the relevant information and write their reaction again. Then ask them what they learned from the lesson.

You could also use the reading for developing a number of other skills such as: finding the main point, identifying value and emotional words, locating assumptions and fallacies and evaluating evidence.

IN-2 Answer Key - Evidence

1. (Historian A) - A

2. (Historian B) - C - "said" = statements by witnesses.

3. (Historian C) - B - statistics which might be verified, but we don't have the source.

4. (Historian D) - B - This is worth discussing. While no source is given, it could easily be checked which makes it more reliable. In fact, it is probably more reliable than some factual information which does include the source. On the other hand, without the source we cannot tell more specifically what the convictions were for.

IN-3A Lesson Plan
Evidence

Payment for Candy

Have five students go out into the hallway. Instruct students #1, 2, and 3 to stay near your door, student #4 to go 10 feet away and watch the three students near the door, and student #5 to go 10 feet in the other direction and watch the three students. Prearrange with two of the students near the door that they are to engage in a transaction. Student #1 gives Student #2 an eraser (representing a piece of candy), Student #2 gives Student #1 a piece of chalk (representing a quarter) for it. Then the Student #1 will claim that Student #2 never paid him/her; and the two will argue about it.

Bring in the five students and tell the class that an event has just taken place and that they have to figure out what happened and who is telling the truth by asking questions. When questions about the candy and money are asked, you can explain that the eraser is the candy and the chalk is the money. Tell all the participating students that they have to tell the truth about what they saw or did, except for Student #1 who can lie about the payment. Also all the students should only answer the questions which are asked.

After the class has asked questions of the participants the teacher can ask:

1. Which was a statement by a witness ?
2. Which was a written document ?
3. Which was an object ?
4. Look at your "Guide to Critical Thinking." How good was the statement or testimony by murderer, witnesses, etc.? How good was the eraser (candy) or chalk (quarter) as evidence ?

Tell the students that what they have just done by asking questions is partly what historians do. Have them look at the worksheet on evidence, IN-3C.

IN-3B Lesson Plan
Evidence

MOCK MURDER IN THE HALLWAY:

Have five students go out in the hallway. Instruct three students to stay near your door, one student go 25 feet away in one direction and watch the three students near your door, and the other student go 25 feet in the other direction and watch the three students. One of the three students gets a squirt gun. Instruct him that when he is ready he is to take out the toy gun and pretend to kill one of the other students by yelling "bang!"

Bring in the five students - one is "dead" - and tell the class that they have just heard an event. They are to investigate it by asking questions of the participants. (Tell the participants beforehand that they should tell the truth, except for the murderer).

The teacher can then ask the class questions about the investigation:

1. Which was a statement by a witness?
2. Which was a document?
3. Which was an object?
4. Look at your Guide to Critical Thinking. How good was the statement or testimony by murderer, witnesses, etc. ? How good was the gun as evidence? Suppose you found only the murderer's fingerprints on it?

OR

The teacher can be the prosecuting attorney presenting the case to convict the murderer. He can ask questions of the witnesses, produce the gun with fingerprints of the murderer on it, and produce a letter (just fake it) showing that the murderer didn't like the victim. Then you can ask the above questions.

Tell the students that what they, as investigators, have just done is what historians do. Have them look at the attached handouts.

IN-3C Answer Key
Evidence

You are now a historian trying to figure out who stabbed John Jones in the corridor at Hamilton-Wenham, but in 1940, not today. As a historian, you have the following pieces of information (evidence):

A. There was an investigation by police into the alleged murder of John Jones.

1. The police concluded that he was murdered by stab wounds.

2. The police had three suspects: 1. Clarence Kelly, 2. Slim Stowell, and 3. Luke Levin. All three were in the corridor within 10 feet of John Jones when he was murdered.

3. The police felt they had enough evidence to prosecute Luke Levin.

B. There was a trial of Luke Levin for the alleged murder of John Jones. In the trial:

4. Luke's girlfriend said he was a good person and he never would kill anyone.

5. A teacher testified he opened the door of his room and entered the corridor as soon as he heard John Jones scream. No one could have moved, and no one was moving when he looked into the corridor. John was lying on the floor while Luke, Clarence, and Slim were standing within 10 feet, looking at him. Luke was closest to John.

6. Clarence testified that he didn't do it, but he was looking the other way so he doesn't know whether Luke or Slim did it.

7. Slim testified that he didn't do it, that Luke did it.

8. Luke testified that he didn't do it, that Slim did it.

9. Witness A, who didn't know any of the men, said he heard John say "No, Luke, no" right before the murder.

10. Witness B, who was 35 feet away and who didn't know any of the men, said he saw Luke stab John.

11. The knife was shown to have Luke's fingerprints on it, and only Luke's.

12. Both Luke and Slim had knives with them on that day, according to Clarence.

13. The police found a knife on Slim at the scene of the murder, as well as the knife in John. No other weapons were found.

IN-3C Answer Key
Evidence

14. An IOU note was produced at the trial showing that John owed Luke $300, which was due to be paid three days before the murder.

15. Witness C testified that Slim did not like John.

16. Witness D, 50 feet away, testified that she saw Luke stab John.

17. Witness E, in another part of the building, not within sight of the murder scene, says he's sure Luke killed John.

18. A letter was presented at the trial, by Luke's girlfriend, to her mother in which she says Luke hated John.

C. The jury found Luke guilty of murder.

1. As a historian, do you think the jury was right in its verdict? Yes. Why? Point out that the question of guilt or innocence in a trial is different from the probability of truth in history. In history we do not have to prove something true beyond a shadow of a doubt, as in a court trial, but rather by a preponderance of evidence.
2. Give one example for each type of evidence presented. Just write the number of the evidence on the line:

All others A. Statements by witnesses

18, 14 B. Documents (written information)

11, 12 C. Objects

3. Evaluate (judge) the following evidence according to the factors (criteria) giv

Factors	#4	#7	#10	#11	#14	#17
1. Witness has reason to lie?	Yes	Yes	No	No	No	Not tha we know of
2. Public or private statement?	Public	Public	Public	Private	Private	Public
3. Primary or secondary?	Prime?	Prime	Prime	Prime	Prime	Secondary
4. Other evidence showing the same thing?	#8 (Luke) (very little)	Yes	Yes	Yes	Yes	Yes

Compare the reliability of evidence #4 and #18.

IN-4 Lesson Plan
Values

Write on the board:

"Students should not be allowed to go to the bathroom during class because if they do it disrupts class."

1. Make a general value statement:

(Something which disrupts class should not be allowed.)

2. Other examples:

A. "Fire drills disrupt class, Should we not have them?"

B. "If your arm is cut and you might bleed to death, should you be allowed to raise your hand to tell the teacher even though it disrupts class?"

Discuss: The teacher could qualify the original statement.

Write on the board:

"We should raise the age at which people can drive to 21. That way the number of accidents will be reduced."

1. Make a general value statement:

(Something which reduces accidents should be done.)

2. Other examples:

A. Banning cars, or giving no licenses, will reduce accidents.

B. Making all cars with a maximum speed of 10 mph will reduce accidents.

The teacher could qualify the original statement:

"Since people aged 16-21 cause more accidents, we should raise the age at which people can drive to 21."

Ask for new examples:

("Throwing people aged 16-21 into jail will reduce traffic accidents also. Should we do that?")

Teacher modifies again, etc.

Give students values sheet.

IN-4 Answer Key

WORKSHEET - VALUES

A. 1.\ Already done for the students.
2/ Point out that the person who made the statement will now have to change it, somehow. "The Indians weren't using it right and they weren't civilized." You (the student) can then attack the new argument.

B. 3. General value statement: When there is no good evidence that someone is guilty of wrongdoing, he should not be punished (ie. hung).

4. Other examples: (If the students can't come up with any examples, ask them what that tells them.)

C. 5. General value statement: You should always do what earns you the most money.

6. Other examples: The U. S. could earn more money by selling all our military weapons and factories to Russia. Should we do that?

IN-5 Lesson Plan
Conclusions

Write on the board:

1. "The bell rang. 2. When the bell rings it means class should start.
3. Therefore, we should start class."

Look in your "Guide to Critical Thinking." Conclusions are on pages 2-3. Which sentence is the conclusion?

Repeat:

1. "Boys are better at track than girls. 2. So boys track should get more money for equipment than girls track. 3. How can you argue with that?"

(Pick an appropriate one for your classroom.)

1. The sun shines through the window only in the afternoon.
2. The sun is shining through the window.
(Conclusion is unstated in this one.)

Now, try the worksheet on conclusions.

IN-5 ANSWER KEY

WORKSHEET - CONCLUSIONS

1. C ("so" is a cue word for a conclusion)

   Premise - When the bell rings, it's time for lunch.
   Premise - The bell just rang.
   Conclusion - ∴ It is time for lunch.

2. A

   Premise - People on the swim team swim better.
   Premise - Mary is on the swim team and John isn't.
   Conclusion - ∴ Mary is a better swimmer.

3. B ("Since" is a cue word for a premise, which eliminates sentence 1).

4. A (You'll get discussion of this one. It can be set up as:

   Premise - We have a better team.
   Conclusion - ∴ We won.

   OR

   Premise - We won.
   Conclusion - ∴ We have a better team.

   However, the word "because" indicates that that part of the sentence is the premise, so "we won" is the conclusion. The important thing is not so much the right answer as that the students are thinking in trying to find the conclusion. "What is he trying to convince me of?"

5. B What the person is trying to prove is that the best lunches are served on Tuesdays.

IN-6 Lesson Plan
Assumptions

Teacher holds up a brown bag full of something (paperclips) and says:

> "When I pull something out of here it will be a paperclip. What am I assuming is true?" (Only paperclips in the bag.)
>
> "If I leave the bag here for awhile when I return it will still be here. What am I assuming?" (No one will move it.)

Look in your "Guide to Critical Thinking" at the section on assumptions. (Read over the explanation and examples.)

Now try the worksheet on assumptions.

IN-6 ANSWER KEY

WORKSHEET - ASSUMPTIONS

1. C I'll have a head start.
But you run faster than me.
∴ You'll get there first.

2. B Beth is older than Roger.
Roger is older than Marie.
∴ Beth is older than Marie.

3. B

4. Fred works for the Shell Station.
The Shell Station hires only good mechanics. (assumption)
∴ Fred must be a good mechanic.

IN-7 Lesson Plan

Types of Reasoning

A. Teacher says: (Evidence or Proof)

1. "Suppose your mother told you that if you mowed the grass you could go out the next night. The next night, after you mowed the grass, when you're getting ready to go, your mother says, 'Where do you think you're going, you can't go out.' What would you say?"
   (But you said I could if I mowed the grass.)

   This is proof reasoning.You bring up something she said earlier to prove you should be able to go out. Suppose she said "You didn't mow the grass." What would you say next? (Look at the grass). What would this be, logic, evidence, or values? (Evidence)

2. "Suppose you are a defense lawyer for Jones and you have five witnesses who will show that Jones didn't commit the crime. Suppose the judge, before the trial asks if there is enough evidence to even try Jones. The prosecutor says there is. The judge asks you how you're going to prove Jones is innocent. What would you say?" (I have witnesses who will show that Jones didn't do it.)

   This is also proof reasoning.

3. "Suppose we're trying to find out who threw the ball that broke the glass. Anne and Theresa were the only ones in the room when the ball went through the window. What would you say if you knew Theresa had no arms? (Anne probably threw the ball.)

   This is also proof reasoning.

B. Teacher says: (Cause and Effect)

1. Suppose Jenny is very sick to her stomach and is brought to the emergency room. You're the doctor, what are you going to do? (examine her, ask questions). What are you going to ask? (What have you eaten?) What are you trying to find out? (What caused this?) Suppose you found out that Jenny ate a ham sandwich with mayonaise at a picnic which was left out in the sun for eight hours, and that every other person who ate a ham sandwich got sick. What would you conclude? (Sandwiches caused her to be sick.)

   This is cause and effect reasoning.

C. (Sample/Generalization)

Teacher holds up a brown bag full of something (paper clips). He says "when you're ready to make a conclusion, tell me." He starts pulling out paper clips. When someone eventually says something like "It's a bag full of paperclips", write it on the board. "Do you know for sure that this is true? Did you look at everything in here? What did you look at? (A sample) So this is sample reasoning.What we've written on the board is called a generalization. We could have written, 'Most of the items in the bag are paperclips.' Still a generalization."

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IN-7 Lesson Plan
Types of Reasoning

Suppose I want to prove this is a bag full of paperclips. I look in the bag each time (maybe there's rubber bands in it, too) and pull out a paperclip. Or suppose I pulled out only two paperclips before we made our conclusion? These are not really fair samples--these are fallacies, the first is special pleading, the second is an unrepresentative sample.

D. Teacher says: (Comparison)

1. "Suppose you drove in an autocross road race in the North Shore Shopping Center Parking Lot a month ago. You drove your 1978 Honda Civic, which was in D Class, and your best time was 31.5 seconds. Now suppose Harry told you that last Sunday he drove in an autocross and his best time was 29.8 seconds, so he's a better driver than you. You can ask him any three questions. What would you ask? (1. What kind of car? 2. What was the best time of day? 3. What class were you in?) What are you trying to get at with your questions? (Show there are differences in the two times.)

   This is comparison or analogy reasoning. It's comparing two event or cases and making an argument from the comparison (Harry's a better driver). What you try to do with comparison arguments is ask questions to see if the cases are similar enough to make you accept the conclusion. Would you agree that Harry's a better driver than you, from this argument? (No)

2. Suppose the teacher gave an assignment from textbook A (hold it up). John got that textbook; which of these three other textbooks should I choose from which to do my assignment (holds up 3 others)? (Textbook B is the same as A) Why should I pick B? (same) How do you know they're the same? (cover the same, look inside). So the argument is: Assignment from A. B same as A. . . .Can do assignment from B. It's comparison (analogy) reasoning.

E. Teacher says: (Debating)

1. Harry said he's a better driver than Joan in autocross because he had a lower time last Sunday. But Harry didn't prove this because he was driving a faster car, in a higher class, and on an easier course. // Actually Joan is a better driver because . . .

   This is a debating argument up to the double line. He's talking about someone else's argument and showing why it is weak. Many, many historians use this style of argument in their articles and books. Notice that this argument is a good one. It is all right to show why your argument is better than another argument with a different point of view.

You might want to review each type of reasoning, as listed in the "Guide". You could summarize each example on the board.

A. Evidence (Proof) - Mom and going out if you mowed the grass
B. Cause and effect - Why is Jenny sick? - ham sandwich
C. Sample (Generalization) - Is it a bag full of paperclips?
D. Comparison (Analogy) - Harry's a better driver because his time was lower.
E. Debating - Harry's argument is weak because . . . .

Now have the students do the worksheet on types of reasoning. Discuss the answers. #7 may be difficult, so go over it.

IN-7 ANSWER KEY

WORKSHEET - TYPES OF REASONING

1. D Compares Fred's race with this race. It can also be considered cause and effect reasoning, but it is mainly an analogy.

2. C A sample of all the kids who went to the dance.

3. D Cue word - "like".

4. E Refers to Karen and her argument and attempts to refute it. It attacks Karen's argument by attacking her sample and her evidence (proof).

5. B/D Mainly cause and effect - cue word "reasons" = causes. Proof would be bringing up an argument or evidence to show why (prove) they were causes. Proof also might be eliminating other possible causes. It is also a sampling of the causes.

6. E "Other historians have said . . ." and then tries to refute.

7. A Eliminates other possibilities to prove that Christine bought the refrigerator.

Remind students that many historical arguments are a mixture of several types of reasoning. The purpose of identifying the types is to better know how to evaluate the arguments.

IN-8 Lesson Plan

Key Questions

These problems are intended to help students to understand the difference in arguments according to the Key questions for the five types of reasoning. That is, what constitutes a letter or worse analogy, generalization, cause and effect, proof, or debating argument.

The best way to use these worksheets is to have students turn in their "Guides" to the section on types of reasoning and key questions, go over it with them to refresh their memories and have them do the problems on these worksheets. (Students should already have done IN-7 on types of reasoning for doing this lesson).

IN-8 Answer Key

A. Comparisons:

1. A. Grades in courses in general and specifically in history are important for comparison. Having the same teacher seems an important factor since different teachers count differently.

In B, intelligence may be important but does not seem as important as past performance in history or as important as having the same teacher.

In C, knowing as much about history may be important, but again not as important as the other factors.

2. C. In A & B the two races are not the same. In C more factors are shown to be similar, and they are important (such as the temperature).

Note:

The right answers to these problems is not the important aspect of them. The main objective of the problems is to instruct the students through example, on what to look for in analogies. Even students who got wrong answers on these problems will learn that analogies which are similar in more significant ways are better than those which are not.

You could point out to students the cause and effect elements also involved in both problems. In # 1 is it doing the homework plus having a particular teacher plus having a certain optitude for history which caused Harry to get an "A"? In # 2 is the amount of water ingested an important cause in finishing a race?

B. Samples: (Note that the three sample problems introduce three variables in samples: size, representativeness, and time.)

3. D. This is easy, but it may help students to remember that the size of the sample is important.

4. B. B seems best because it is designed to be representative of all the groups in the city. E seems good because it looks random. However, it isn't because some groups may not own telephones (reminding one of the famous telephone poll taken in the 1948 election which predicted that Dewey would win), and because people at work would not be sampled. What may surprise some students is that the size of the sample is not the key factor in this case. The 450 people aske at the country club are not very representative of the city as a whole, even though this is the largest sample. You might tell students that polls taken before presidential elections (which have been accurate) sample only about 1200 to 1500 people, but they are designed to be representative of all ages, occupations, regions, social classes,

IN-8 Answer Key

4. B. (continued)

and so forth.

5. C. C seems best because it samples a broader, span of time. Time is an important variable in historical samples which does not appear as often in samples outside of historical investigation.
Answer A is better in the respect that it covers all the states. However, the broader time span seems more important in this case. You could point out that historians frequently study a smaller part (one state, one county, one ten-year period) of a larger question to test the validity of the larger generalization (i.e. "Slaves had a short life expectancy").

(Note that the explanation of generalizations in the "Guide" and this worksheet do not explain differences in types of generalizations: factual, definitional, hard, soft, collective, and statistical. We recognize that this is a disadvantage, but we felt it would be too confusing to explain all these to students. The idea of the sample will help with most generalizations.

C. Cause and Effect:

6. B. This is the answer which shows the most direct connection between the meat and the sickness. You might want to mention to students that this is also a proof argument. The blood test is evidence (object) to prove the cause.
Answer C is a fairly good correlation, but it doesn't show the connection. Maybe they ate something else or breathed in poison, or had sun stroke which caused the sickness.

7. C. This statement explains to some extent the alliances led from the assassination at Serajevo to War, while the other answers do not. This answer is not a great explanation. For example it doesn't explain why Germany decided to honor her alliance, or why she attacked France. However, it is the best explanation of the three answers.

D. Proof:

(Note: These judge how evidence is used, rather than the evidence itself).

8. D. This best proves the particular conclusion given. Point out to students that this is not the evaluation of the evidence (according to PROP, for example) but rather the assessment. The extent to which the evidence proves the argument the historian makes. This is why each of the answers is the same in terms of evidence itself ("A government study---").

9. C. This best proves the point about life expectancies over the entire time span.
You could point out that both of these problems involved samples also.

E. Debating:

10. A. This answer is best because it attacks the basis for John's conclusion. B and D are ad hominem arguments. C offers counterargument which is a good way to debate, but in this case it offers only a different opinion about the most important criteria without supporting this opinion. Answer A is better because it attacks John's argument directly.

IN-9 Lesson Plan
Fallacies

This worksheet is provided so that you can give the students practice in identifying fallacies. As was mentioned previously, we feel that working with key questions is more fruitful for developing critical thinking skills. Also, many of the worksheets in the booklet have questions on fallacies. Still these could be done as a regular class exercise, or given as individual or extra credit work.

IN-9 Answer Key

1. Hasty generalization.

2. Either/or.

3. Irrelevent proof.

4. Attacking the arguer.

5. Correlation as cause.

6. Hasty generalization.

7. Bad analogy or hasty generalization (oversimplification).

8. Unrepresentative sample.

9. Negative proof.

10. Attacking the arguer.

11. Appeal to authority - rather, misplaced authority.

12. Negative proof.

13. Attacking the arguer.

14. Either/or or false assumption.

15. Special pleading - what about the bad effects? These have to be accounted for in the argument.

16. Negative proof.

17. Irrelevant proof.

18. Post hoc.

19. Either/or.

20. Irrelevant proof.

21. Attacking the arguer.

22. Attacking the arguer or straw man.

23. Hast generalization (oversimplification).

24. Appeal to the golden mean.

KEYS TO LESSONS

OVERVIEW OF LESSONS

UNIT	LESSON	SUMMARY OF LESSON	LEVEL OF LESSON	LENGTH OF LESSON IN CLASS PERIODS
NEW REPUBLIC	NR-1A	Rewrite in logic form	3	1/2 - 1
	NR-1B	Rewrite in logic form	4	1/2 - 1
	NR-2A	Debate on War of 1812	2-3	1 - 2
	NR-2B	Debate on War of 1812	4	1 - 2
	NR-3	Analyze a debate	4	1/2 - 1
	NR-4	Analyze an argument	4	1
	NR-5	Relate art to philosophy	3	1/2
JACKSON	J-1A	Rewrite in logic form	3	1/2 - 1
	J-1B	Types of reasoning; Rewrite in logic form	4	1/2 - 1
	J-2	Debate	2-4	1 - 2
	J-3A	Worksheet-Analogy reasoning	2-3	1/2 - 1½
	J-3B	Logic worksheet	3-4	1/2 - 1½
	J-4	Unscramble and outline	2-3	1/2
	J-5	Analyze arguments	4-5	1 - 1½
SLAVERY	S-1	Fallacies in an argument	3-4	1/2 - 1
	S-2	Analyze an argument	2-3	1/2 - 1
	S-3A	Analyze arguments	2-3	1 - 2
	S-3B	Analyze arguments	3-4	1½ - 2½
	S-4A	Analyze arguments	2-3	1½ - 2½
	S-4B	Analyze arguments	3-5	2 - 4
CIVIL WAR	CW-1A	Logic worksheet	1-2	1/2
	CW-1B	Logic worksheet	3-4	1/2
	CW-2A	Analyze arguments	2-3	1 - 2
	CW-2B	Analyze arguments	4-5	1½ - 3
	CW-3	Relate relevant information to arguments	4	1/2 - 1

Booklet 2

New Republic to Civil War

Chart of Skills

Skills (Unit→)	NEW REPUBLIC							JACKSON				
Skills (Lesson→)	NR-1A	NR-1B	NR-2A	NR-2B	NR-3	NR-4	NR-5	J-1A	J-1B	J-2	J-3A	J-3B
1. Identifying conclusions	●	●	●	●	●			●	●	●		
2. Identifying main points of longer arguments						●						●
3. Identifying assumptions	●	●	●	●	●	●		●	●	●		●
4. Identifying types of reasoning			●	●	●	●			●	●	●	
5. Evaluating types of reasoning (by key questions)			●	●		●			●	●		
6. Identifying evidence used to support an argument			●	●	●	●				●		●
7. Evaluating evidence			●	●						●		
8. Identifying information which supports or contradicts an argument			●	●						●		
9. Identifying fallacies in arguments			●	●	●				●	●		
10. Identifying unclear or undefined words			●	●					●	●		
11. Identifying value words			●	●		●			●	●		
12. Identifying and evaluating value statements			●	●						●		
13. Using analogies in arguing			●	●						●	●	
14. Recognizing fact versus opinion			●	●						●		
15. Recognizing the author's point of view							●					
16. Recognizing the author's view of history							●					
17. Identifying and evaluating inferences											●	●
18. Comparing history with other disciplines (science, literature)												
19. Using MARKER or other model to analyze arguments												
20. Eval. arguments according to standards of excellence in history												
21. Evaluating films, cartoons or pictures							●					

Booklet 2

New Republic to Civil War

Chart of Skills

Unit→	Jackson		Slavery						Civil War				
Skills Lesson→	J-4	J-5	S-1	S-2	S-3A	S-3B	S-4A	S-4B	CW-1A	CW-1B	CW-2A	CW-2B	CW-3
. Identifying conclusions					•	•				•			
2. Identifying main points of longer arguments	•	•	•	•	•	•	•	•			•	•	
3. Identifying assumptions		•		•	•			•				•	
4. Identifying types of reasoning		•		•	•	•	•	•			•	•	
5. Evaluating types of reasoning (by key questions)		•		•	•	•		•			•	•	
. Identifying evidence used to support an argument		•	•	•				•			•	•	
. Evaluating evidence		•		•			•	•	•				
8. Identifying information which supports or contradicts an argument	•				•	•		•			•	•	•
9. Identifying fallacies in arguments		•	•		•	•	•	•		•		•	
. Identifying unclear or undefined words		•									•		
. Identifying value words											•	•	
2. Identifying and evaluating value statements													
. Using analogies in arguing								•					
4. Recognizing fact versus opinion													
5. Recognizing the author's point of view		•	•	•		•		•				•	
. Recognizing the author's view of history						•		•				•	
. Identifying and evaluating inferences		•											•
8. Comparing history with other disciplines (science, literature)					•	•	•	•					
9. Using MARKER or other model to analyze arguments		•				•	•	•				•	
0. Eval. arguments according to standards of excellence in history		•				•	•						
1. Evaluating films, cartoons or pictures													

Explanation of the Lesson Plans

The lesson plans have been written in a set format.

1. Purpose of the Lesson - explains the objectives of the lesson and the critical thinking skills that are taught.

2. Student Preparation for the Lesson - explains what knowledge or skills students must have or may need in order to do this lesson.

3. Introducing the Lesson - describes how to begin the lesson. The emphasis here is on interest. Often, questions are asked about something which is familiar and interesting to the students. This helps students who are concrete operational or preoperational thinkers to better understand the abstract concepts involved in the lesson. (See the section "Levels of Difficulty in the Project" for further explanation of Piaget's cognitive stages). Then the introductory questions are connected to the topic to be dealt with in the lesson.

4. Lesson Options - explains various ways to use the materials. Option A is usually a fairly complete, step-by-step, explanation of the lesson plan. The other options offer alternatives to particular steps in the lesson plan described in option A.

5. Altering the Lesson - explains what level of student the lesson is aimed at, and how to modify it for either higher or lower ability students. This would also allow teachers to individualize the lesson within a class. Wherever there are A and B designations (such as E-3A and E-3B) the lessons are on the same material. The A lesson is always for lower ability students. Within a heterogeneous class the teacher could use the A lesson for the lower ability students and the B lesson for the higher ability students.

6. Troubleshooting - explains possible problems that might arise and gives ideas for dealing with them.

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REMEDIAL PROBLEMS

E.P. Lesson Plans

Remedial Problems

These problems are intended to be used with students who are having difficulty with a specific skill. The teacher would copy the sheet for that skill and have the student do the worksheet. Then the teacher could go over each answer, explaining points as he/she goes along.

The remedial problem ~~sheets are on the following skills:~~

	Skill Involved	Difficulty
EP-1	Values	Easy (Below average senior high school students)
EP-2	Conclusions	Easy (Below average)
EP-3	Conclusions	Average (Average senior high school students)
EP-4	Conclusions	Average to Difficult (Above average senior high school students)
EP-5	Undefined words	Average
EP-6	Assumptions	Easy
EP-7	Assumptions	Average
EP-8	Assumptions	Difficult
EP-9	Types of Reasoning	Average to Difficult
EP-10	Fallacies (Stereotyping, Correlation as Cause, Special Pleading, Hasty Generalization)	Average to Difficult
EP-11	Fallacies (Straw man, prevalent proof, either/or, false scenario)	Average to Difficult
EP-12	Fallacies (Equivocation, Either/or, Begging the Question)	Difficult

NEW REPUBLIC

NR-1A NEW REPUBLIC

LESSON PLAN

I. Purpose of the Lesson:

A. To help students to break down arguments into their parts.

B. To help students to identify assumptions. The second (major) premises here are actually assumptions. Students who can break arguments into their parts, as is called for in this lesson, can more easily identify the unstated assumptions.

C. To help students to see that what are put forth as bland statements in their textbooks are actually arguments sometimes. The examples in this lesson were taken from a high school U. S. History textbook. When the statements in textbooks are paired with questions and rephrased with "so", it is easier to see them as arguments. Eventually students should be able to recognize arguments and points of view in their texts.

D. To develop students' critical thinking skills as shown on the chart on page 76 of the teacher's guide.

II. Student Preparation for the Lesson:

A. Students should have done the introductory lesson and worksheet for conclusions. These are the first few lessons after the Guide.

B. Students may need some background on the Jay Treaty and John Marshall, but it isn't essential.

III. Introducing the Lesson:

The teacher could start by writing the following argument on the blackboard: "The cafeteria workers always have the food ready on time, and they always prepare the food well. So, the cafeteria workers do a good job." Ask what the conclusion is. Conclusions are found in the "Guide to Critical Thinking." Point out the cue word "so" for a conclusion. Mention that finding the conclusion to an argument is the first, and a very important, step in trying to decide how strong an argument is.

The teacher could also write out the argument in premise-premise-conclusion format and talk about the major premise as an unstated assumption.

IV. Lesson Options:

A. The teacher could have students pair up and compare answers, and then the class could discuss the answers.

B. The teacher could write out the answers on the blackboard or on a transparency, or have students write them out.

V. Altering the Lesson:

A. Level of the lesson - aimed at average senior high school students.

B. Making the lesson more challenging - do NR-1B instead.

VI. Troubleshooting:

A. You can anticipate that some students will have a hard time understanding how to do this task. By pairing students, you can get other students to explain it and thereby overcome the problem. If some students still don't understand it after you go over the answers, have them come for extra help, or tell them that they will understand it better after the class does more of these exercises (which they often will--the repetition seems to help).

B. Some students may question why they're doing this. Give them a short reason and tell them they'll understand better later. When they need to use the skill, then they'll understand why they need it. Before that time, it doesn't seem worthwhile to take class time to try to convince them that they need it.

C. Don't spend too long on this lesson. Have them try it and share their answers. Then explain your answers and go on to the next lesson. A whole period spent on the structure of an argument is deadly.

NR-1A NEW REPUBLIC

ANSWER KEY

A. Historian 1:

Done for them. Notice that the second premise is the major premise. It is also an assumption. You could point out that it is stated in a general way ("People") and it takes part from the first premise ("who give up too much. . .") and part from the conclusion ("have not done a good job in negotiating"). Thus, it is a connector between the minor premise and the conclusion. Restating arguments in premise-premise-conclusion format, then, can help students identify some underlying assumptions of the arguer.

Notice, also, the cue word "so" for the conclusion.

Historian 2:

Premise: John Jay got the best terms he could under the circumstances, and he helped the U. S. avoid war.

Premise: Negotiators who get the best terms they can under the circumstances, and who avoid war, have done a good job in negotiating.

Conclusion: Therefore (so), John Jay did a good job in negotiating the Jay Treaty.

B. Historian 3:

Premise: John Marshall brought more unity to our country.

Premise: People who bring more unity to a country help that country.

Conclusion: John Marshall helped our country a great deal.

Historian 4: (This one is harder, because it is not in the same order as the other arguments and it doesn't have "so" as a cue word.)

Premise: John Marshall strengthened the power of the central government too much and he cut down state powers.

Premise: People who give too much power to the central government and weaken state governments, hurt the country.

Conclusion: Therefore, John Marshall hurt our country.

NR-1B NEW REPUBLIC

LESSON PLAN

I. Purpose of the Lesson:

See NR-1A, "Purpose of the Lesson."

II. Student Preparation for the Lesson:

See NR-1A, "Student Preparation."

III. Introducing the Lesson:

See NR-1A, "Introducing the Lesson."

IV. Lesson Options:

See NR-1A, "Lesson Options."

V. Altering the Lesson:

A. Level of the lesson - aimed at above-average senior high school students.

B. Making the lesson more challenging - don't give the students as many aids, such as in introducing the lesson. Also, have students write out one or two similar problems from the chapter in their textbook for their classmates to figure out.

C. Making the lesson less difficult - do NR-1A instead.

VI. Troubleshooting:

See NR-1A, "Troubleshooting."

NR-1B NEW REPUBLIC

ANSWER KEY

A. Done for them. See the note for this type of logic structure in the answer key for NR-1A, under Historian 1.

B. Premise: In the XYZ Affair, the French officials demanded an apology from the American government and demanded that America grant a loan and pay a bribe to France.

Premise: Governments which demand apologies and demand that another government grant a loan and pay a bribe, are being insulting.

Conclusion: Therefore, the French insulted America in the XYZ Affair.

(Notice the general language of the second (major) premise.)

C. Premise: John Marshall strengthened the central government as well as the powers of the judicial branch of government.

Premise: People who strengthen the central government and the judiciary branch help the country.

Conclusion: John Marshall helped our country a great deal.

(An interesting argument, since, for example, Adolph Hitler temporarily strengthened the powers of the German Government.)

NR-2A NEW REPUBLIC

General Information About This Lesson

This lesson is set up as a debate. The main methodology involved in it, however, is an analysis worksheet of the debate written out by the teacher. An example of an analysis worksheet of a debate is attached. It may seem difficult for a teacher to write down arguments during a debate, but it isn't that hard. You only need to get a few arguments for the worksheet. If you don't have enough, write down some from the example worksheet already mentioned. There is no need for a tape recorder, in our judgment.

The reason that the analysis worksheet is so important is that it forces students to step back and look at their own use of logic. In this way, they can connect the logic they've been analyzing in regards to historical arguments with the logic they use all the time. This connection may help transfer the critical thinking skills they've learned in class from history to other areas of their lives.

You should find that students will improve at arguing as they do a number of these debates. At first, you may see a number of ad hominem (attacking the arguer) arguments. But after the students do a few of the worksheets with ad hominems on them they will point out this fallacy when someone uses it. Another popular fallacy with students is the straw man technique, and students can quickly become adept at recognizing it, also.

One objective is to get students to question and then to evaluate the evidence offered by their opponents, according to PROP (Primary vs. secondary, reason to distort, other evidence supporting, public vs. private) or the other criteria included in the "Guide."

NR-2A NEW REPUBLIC

LESSON PLAN

I. Purpose of the Lesson:

A. To have students analyze their own use of logic.

B. To get students involved in defending a position against other people's arguments.

C. To get students to use and evaluate sources of information.

II. Student Preparation:

If students have some knowledge of the causes of the War of 1812, they will be able to do the activity more easily. However, this debate could be the organizing device for the study of the War of 1812.

III. Introducing the Lesson:

A. Ask the students what they think of some current war (ie., Arab/Israeli, Northern Ireland). Do they think war is a good thing? Should we try to avoid war? Tell the students that by studying the causes of wars we might discover why countries sometimes slip into them. One such war for study is the War of 1812.

OR

B. Just start with the debate statement, the ten sources (four in the student booklet and six more in the source envelope under NR-2B), the worksheet on the debate, and skip any introduction.

IV. Lesson Options:

A. This lesson is meant to be a debate. One format is:

1. Introduce the lesson.

2. Divide the class into four (or six) groups. Have the students research the topic to prepare for a debate. Two of the groups will take the position that the U. S. was not right to declare war, and two groups will take the position that the U. S. was right to declare war. You might require that each student write out four or five arguments to support his/her position. Each group then discusses the arguments it wants to make in the debate.

3. Small group debates - four against four, or three against three.

4. Large group debate. In the large group debate the teacher writes down a few of the arguments made and writes them on a ditto along with questions about conclusions, fallacies, etc. An example of a worksheet on a debate is enclosed.

5. The class fills in the worksheet which the teacher has made up on the debate. In this way, the students analyze their own use of logic.

IV. Lesson Options (continued):

B. Skip the small group debates and just do the large group debate and analysis.

C. Set up a formal debate, four against four. Each group, for example, will have three minutes to present its case, then two minutes for rebuttal, then two minutes for response. A student in the audience will keep time and hold up time cards. If you make the audience responsible for notes on the debate, you may notice that listening skills will improve.

V. Altering the Lesson:

A. Level of the lesson - aimed at below-average to above-average senior high school students.

VI. Troubleshooting:

A. Some students will complain that they do not want to defend the British when they feel the United States was right. ("How can I defend something I don't believe in?") Tell them that one sign of an educated person is the ability to defend either side of an issue. You might avoid the problem by letting students vote which side to be on, but what do you do if everyone votes for the U. S. side (or friends vote the same way so they can be together)? Besides, we feel that students should have to defend positions with which they do not agree.

B. Small group debates may get too noisy. Try to control it, but the noise usually indicates a high level of involvement by the students.

C. Large group debates will probably become dominated by a few more verbal students. This is why we like to have small group debates for a while before large group debates. One method we have used to control domination is to periodically put the talkers into the penalty box--ie., they can't speak for two minutes. On the other hand, other students do listen to and benefit from hearing the arguments of more verbal students.

D. Group work may degenerate into socializing. Give the students only a short time (3 minutes) to prepare for the debate.

VII. Extending the Lesson:

Have students write an essay on the causes of the War of 1812 in which they defend either the British or U. S. point of view. In it they could be required to use three pieces of evidence, or other specific requirements could be given.

NR-2A NEW REPUBLIC

ANALYSIS WORKSHEET FOR DEBATE ON THE CAUSES OF THE WAR OF 1812

Pro = U. S. Right to Declare War

Con = U. S. Wrong to Declare War

I. Pro - The British impressed American seamen and attacked the "Chesapeake" for no reason. The U. S. had no choice but to declare war to defend its rights.

II. Con - But the British had to impress seamen. A lot of their sailors were deserting.

III. Pro - They (the British) had no right to take Americans.

IV. Con - Most of the men the British took were British, not Americans.

V. Pro - What evidence do you have to prove that?

VI. Con - Look. Britain was at war with France and a lot of her sailors were deserting. She had to get them back somehow. Besides, the U. S. didn't declare war to protect her rights at sea, but to take over Canada from England.

VII. Pro - You're wierd if you think that.

A. What is the conclusion of:

1. Sentence I?

2. Sentence II?

B. What is a word which makes a value judgment in:

3. Sentence VI?

C. What word would cause the greatest definitional problems in:

4. Sentence IV?

D. What is an assumption in:

5. Sentence VI?

6. Sentence I?

E. What is a fallacy in:

7. Sentence VII?

F. What is the type of reasoning in:

8. Sentence II?

9. Sentence IV?

NR-2A NEW REPUBLIC

POSSIBLE ISSUES FOR DEBATE

CAUSE	SHOWS U. S. WAS RIGHT - EXPLAIN	SHOWS U. S. WAS NOT RIGHT - EXPLAIN	SOURCE NUMBER OR OTHER SOURCE AND PAGE
1. "Chesapeake" Incident	U.S. right - countries can't let warships from other countries fire on their own ships. War necessary.	Possible counter-argument: War isn't necessary over one wrong action of one British commander.	
2. Impressment of Sailors			
3. Land hunger (Canada, War Hawks, Spanish Florida)			
4. Orders in Council			
5. Embargo Act			
6. Macon Bill #2			
7. Non-Intercourse Act			
8. Tecumseh and Indians on the Frontier			

THE SOURCES WHICH FOLLOW THE STUDENT WORKSHEET IN NR-2B CAN BE USED FOR STUDENT RESEARCH IN THIS DEBATE, ALSO.

NR-2B NEW REPUBLIC

General Information About This Lesson

This lesson is set up as a debate. The main methodology involved in it, however, is an analysis worksheet of the debate written out by the teacher. An example of an analysis worksheet of a debate is attached. It may seem difficult for a teacher to write down arguments during a debate, but it isn't that hard. You only need to get a few arguments for the worksheet. If you don't have enough, write down some from the example worksheet already mentioned. There is no need for a tape recorder, in our judgment.

The reason that the analysis worksheet is so important is that it forces students to step back and look at their own use of logic. In this way, they can connect the logic they've been analyzing in regards to historical arguments with the logic they use all the time. This connection may help transfer the critical thinking skills they've learned in class from history to other areas of their lives.

You should find that students will improve at arguing as they do a number of these debates. At first, you may see a number of ad hominem (attacking the arguer) arguments. But after the students do a few of the worksheets with ad hominems on them they will point out this fallacy when someone uses it. Another popular fallacy with students is the straw man technique, and students can quickly become adept at recognizing it, also.

One objective is to get students to question and then to evaluate the evidence offered by their opponents according to PROP (Primary vs. secondary, reason to distort, other evidence supporting, public vs. private) or the other criteria included in the "Guide."

NR-2B NEW REPUBLIC

LESSON PLAN

I. Purpose of the Lesson:

Same as NR-2A, "Purpose."

II. Student Preparation:

Same as NR-2A, "Student Preparation."

III. Introducing the Lesson:

Same as NR-2A, "Introducing."

IV. Lesson Options:

A. After the students fill in their worksheets on the causes of the War of 1812, have them discuss the causes in groups. You can then make a list of the causes on the blackboard and ask students for a show of hands on each as the main cause. You can end the lesson here with a discussion of the reasons for the student choices.

or

B. You can narrow down the options to the top two choices and divide the class according to what the students now pick. Then debate which of these two causes was most important. Ideas for debate formats are in NR-2A, "Lesson Options."

V. Altering the Lesson:

A. Level of the lesson - aimed at above-average senior high school students, since it requires students to make abstract connections between causes and effects.

B. Making the lesson less difficult - do NR-2A instead. Or do not use the sources which follow the worksheet in the student booklet, or the six other sources in the source envelope.

VI. Troubleshooting:

Same as NR-2A, "Troubleshooting."

NR-2B NEW REPUBLIC

SOME CONSIDERATIONS ON THE CAUSES

CAUSE	NOTES ON HOW WELL IT CONNECTS TO ACTUALLY GOING TO WAR
1. "Chesapeake" Incident 2. Impressment of Sailors 3. Land Hunger (Canada, War Hawks, Spanish Florida) 4. Orders in Council 5. Embargo Act 6. Macon Bill #2 7. Non-Intercourse Act 8. Tecumseh and Indians on the Frontier	All of these causes were taken from a chapter in a high school U. S. History textbook, so students should be able to find some in regular textbooks. Students would have to show that some of these upset American national pride and declaring war was a way of stopping the problem; that some were a result of American belief in their destiny to expand, and thus declaring war was a way of taking more land or eliminating help for the Indians; that some were a result of diplomatic policies which seemed to make relations worse between America and England. One factor which needs to be considered is that eastern states with a strong interest in trade were divided about whether to go to war, while most representatives from western states favored the war. How could maritime problems (such as impressment) be the main cause of the war when many people from maritime states did not want to fight a war over those problems? This can be an interesting issue to debate. The sources which follow the worksheet can also be used to get at the maritime vs. frontier causes of the war. For historians' viewpoints on this question, see Julius W. Pratt, Expansionists of 1812. New York. MacMillan (1925), and A. L. Burt, The United States, Great Britain and British North America From the Revolution to the Establishment of Peace After the War of 1812. New York. Russell and Russell (1940).

LESSON PLAN

I. Purpose of the Lesson:

A. To develop students' critical thinking skills as shown on the chart on page 76 of the teacher's guide.

B. To expose students to a debate in history to which they can compare their own debates in history class.

C. To help students to analyze a debate by providing a structural format of questions (on the analysis sheet). This sheet will also reinforce the MARKER model of analysis, since it is set up somewhat in the same manner (it asks about conclusions (M), assumptions (A), reasoning (R), fallacies (similar to Key questions), and evidence (E)).

II. Student Preparation for the Lesson:

A. Students should have done some work with each of the parts of the analysis sheet before trying this lesson.

B. Students may need some background on the issues of the case, such as loose vs. strict construction, or the issues surrounding the chartering of the U. S. Bank.

C. Students may need some explanation of the role of the Supreme Court, the role of John Marshall in our country's history, or the use of logic and argument in judicial cases.

III. Introducing the Lesson:

Ask the students what happens when a state and the federal government disagree about an issue, law, or constitutional question. Different answers will arise, but eventually someone should say (especially if you discussed this question with regard to "Marbury v. Madison") that the Supreme Court decides on some of these cases. Then ask the students what kinds of arguments they think lawyers make before the Supreme Court. This approach should lead to the connection that these arguments should contain the same elements as the arguments they've been analyzing with regard to historians, and the same elements (albeit, at a more sophisticated level) as the arguments they've been using when they've debated issues.

IV. Lesson Options:

A. You could have the students fill in the worksheet to analyze the debate. The students could discuss their answers in small groups or as a class, or the answers could be written out on the blackboard, a transparency, or a ditto. After going through the worksheet, you could ask students which side they think made the stronger case and why.

or

B. You could skip the analysis worksheet and ask the students which side they think made the stronger case and why.

V. Altering the Lesson:

A. Level of the lesson - aimed at above-average senior high school students. This debate involves abstract constitutional issues which may be too challenging for slower students.

B. Making the lesson less difficult - although generally the debate is too abstract for some students, there are several arguments which could be pointed to as good examples of analogy reasoning (sentences 4, 5, 6, 7). These could be more easily understood.

C. Making the lesson more challenging - choose lesson option B above.

VI. Troubleshooting:

As mentioned above, the issues involved are abstract, so some students who are preoperational or concrete operational will not understand them and may feel frustrated. One way to minimize this problem is to tell students before the lesson starts that the issues are difficult to understand. So, they need to concentrate, and they shouldn't feel discouraged if they don't understand some parts.

NR-3 NEW REPUBLIC

ANSWER SHEET

A. Conclusion of:

1. Argument 1: Therefore, Maryland shouldn't be able to tax the U. S. Bank. (Note the word "therefore" in the argument.)

2. Argument 4: Therefore, states should be able to tax the federal bank. (This is more difficult since there is a rhetorical question involved. The question's answer is the conclusion. Tell students that when they see a question in an argument to think of the answer. What does the arguer imply with the question?)

3. Argument 9: Therefore, we should have a Bank. (Many conclusions are unstated.)

4. Argument 10: Therefore, we should not have a Bank.

B. Assumption in:

5. Argument 2: A sovereign state having the right to do something should be able to do it.
(See the examples and explanation of assumptions in the Guide to Critical Thinking. Notice the word "something" in this answer.)

6. Argument 12: A country cannot survive without an institution which is indispensable to it.

C. Type of reasoning in: (When students give different answers, ask them to explain why. You want students to recognize the types of reasoning given here, but not to show their answers as wrong.)

7. Argument 1: Sample ("The power to tax is the power to destroy" is a generalization.) and Cause and Effect

8. Argument 3: Proof (Points to constitutions to prove his point.) and Sample ("No state . . ." This is a definitional generalizatio Remind students of the words for samples: all, some, a few, none, etc. . .)

9. Argument 6: Proof, mainly.

10. Argument 7: Debating ("Your Argument")
Proof
Analogy ("Post office" doesn't appear either.)

11. Argument 14: Proof (Uses a hypothetical case to show the bad points of the implied powers theory.)

Sample (Selects the bad cases of the implied powers.) This is a very difficult example.

D. Possible fallacy in:

12. Argument 4: Weak analogy. (The two cases may not be similar enough to warrant the conclusion. There is a significant difference between the states taxing federal institutions and the federal government taxing state institutions. This is pointed out by the pro arguer in Argument 5.)

13. Argument 7: Weak analogy. (The power of carrying the mail may imply the use of a post office more than the power of taxing or providing for the defense of the country imply the use of a national bank.)

Some students may say the fallacy is "ad hominem" for this argument. The word absurd may be a strong attack, but it is directed at the argument, not the arguer.

E. Evidence in:

14. Argument 5: Article 6 of the Constitution says . . .

15. Argument 8: None

16. Argument 11: None

NR-4 NEW REPUBLIC

LESSON PLAN

I. Purpose of the Lesson:

A. To develop student's critical thinking skills, as shown on the chart on page 76 of the teacher's guide.

B. To help students to analyze longer (more than one or two sentences) arguments.

II. Student Preparation for the Lesson:

A. Students should have done some work on conclusions (main points), assumptions, types of reasoning, key questions, and evidence.

B. Students may need some background on the viewpoints of Hamilton and Jefferson during this time period, but it is not essential.

C. Students may need background on the economic concepts involved in the lesson, but there is a worksheet to help them learn the concepts if they are not familiar with them.

III. Introducing the Lesson:

The teacher could write on the blackboard "Japanese and German imports are not hurting the U.S." Ask for student reactions. Ask why foreign imports are so successful on U.S. markets. What should be done about foreign imports, if anything? Tell students that the question of foreign competition leads to the question of the proper role of the government in protecting and promoting our businesses. This issue was also debated in the 1790's when Alexander Hamilton wrote his Report on Manufacturers. Do the students know what country was selling the cheaper foreign imports then?

IV. Lesson Options:

A. One way to do the lesson is:

1. Introduce with questions about foreign imports today, as described above.

2. Have the students fill in the Worksheet on Economic Concepts and discuss the answers. Use the Worksheet on Fixed and Variable Costs, if necessary.
3. Have the students read the Report on Manufacturers by Hamilton and fill in the worksheet for it.

4. Have the students read the Report on Industrial Policy for the 1980's and discuss it.

B. You could skip the Worksheet on Economic Concepts if your students already understand basic economics. Or, in order to shorten the lesson, you could skip the Report on Industrial Policy for the 1980's.

V. Altering the Lesson:

A. Level of the lesson - aimed at above-average senior high school students, because of some difficult vocabulary and abstract economic concepts.

B. Making the lesson less difficult - use the Worksheet on Economic Concepts, and the Worksheet on Fixed and Variable Costs.

VI. Troubleshooting:

The connection to the contemporary issue of what to do about foreign imports should generate some interest in the lesson. Nevertheless, students who cannot think abstractly may have difficulty. If there are a lot of students in your class who are not formal thinkers, it might be best to skip this lesson.

NR-4 NEW REPUBLIC

ANSWER KEY AND IDEAS FOR USING THE WORKSHEET ON ECONOMIC CONCEPTS

The objective of this worksheet is to familiarize students with some of the economic concepts used by Alexander Hamilton in his Report on Manufacturers (the main part of the lesson). Question A focuses on the four factors of production, questions B and C on machinery capital, fixed costs, and production, question D on market size, question E on money capital and interest rates, question F on transportation costs, and questions G, H, and I on the economy as a whole and the government's role in it. Productivity is not mentioned specifically, but the teacher could explain the concept if he/she desired.

Question A:

To make wooden doors, you would need wood (natural resources), a hammer and saw or other tools or machines for preparing the doors (capital equipment), some people to make the doors (labor), and you to take the risk and start the business (management). The teacher could write the four factors of production on the blackboard (or delete "management", if preferred). Some students may suggest money as a need. Tell them that money is a kind of capital along with capital equipment, so they're right.

Question B:

It costs businesses less per item to produce more of an item in a given time period. So the machine will reduce your cost to produce each door. Other factors to consider about machines is that they are paid no wages, take no coffee breaks or vacations, need no insurance, and so forth.

Question C:

But, of course, machines usually do cost money so that has to be considered in whether to buy them. An increase in production (and sales) reduces the cost of the machine per item. In this case, it costs $1.00 per door for the machine at 10,000 doors produced, and $.10 per door at 100,000 produced.

Question D:

Having a larger market increases sales which allows for increased production, reduced cost per item produced, lower prices, and increased profits.

Question E:

With a higher interest rate you'd be less likely to borrow to buy the machine. This is because the cost to pay back your loan would be increased, which would reduce the potential profit you could get from the machine (it might, in fact, make the machine unprofitable).

The teacher might mention here that having a shortage of capital compared to the need for borrowing capital is what increases the interest rate.

Question F:

Reduced transportation costs lower prices, causing larger market, increased sales, increased production, lower costs of production, larger profits.

At this point the teacher might want to write out on the blackboard the key items discussed so far (natural resources, capital, labor, market size, interest rates, transportation).

Question G:

Items more likely to help an economy grow: more workers (lower labor costs, lower prices, increased sales), larger market (increased sales, lower costs, more production), less expensive transportation (reduced costs, lower prices, larger market, increased sales), more money capital (lower interest rates, more borrowing, more machinery, lower costs, more production). It is possible to argue some of these the other way. For example, fewer workers will lead to higher labor costs, which will lead to more investment in capital equipment (because it is relatively cheaper) and so forth. If one of your students suggests this line of reasoning, listen to him/her. It is good thinking!

Question H:

Some interesting suggestions could be made here. Among them might be: encourage immigration, attract money capital by making the country's financial system more stable as proposed by Alexander Hamilton, build roads (or internal improvements as they were called then), give subsidies to businesses (reducing costs), promote public education (increasing skills of the labor force), institute tariffs (reducing foreign competition and increasing the market for domestic producers).

Question I:

This is an opinion question and rests on having a great deal more information than the students have. The teacher could point out that this is the central issue in Alexander Hamilton's Report on Manufacturers.

NR-4 NEW REPUBLIC

ANSWER KEY

QUESTION SHEET FOR REPORT ON MANUFACTURERS

The report written here is a summary by the author of this booklet of the actual report written by Hamilton. In some parts, arguments are made here which were only implied by Hamilton in the actual report. The author of this booklet takes responsibility for the ideas proposed here.

1. Main point:

   It is necessary for the U. S. Government to step in to help our companies produce manufactured goods.

   (You'll get a lot of different answers for this. Answers with this basic idea are acceptable.) The argument basically runs:

   Premise: Production of manufactured goods is necessary for economic growth and wealth.

   Premise: American producers of manufactured goods cannot compete fairly without government help.

   Conclusion: Therefore, it is necessary for the U. S. Government to help American producers of manufactured goods.

2. Assumption in XIII and XVI:

   - Government help will actually help.
   - The two options given by the author (business growth or government help) are the only two available.
   - European government aid for their businesses is helping, or is the reason for their success compared with U. S. manufacturing.

   Assessment:

   These assumptions are hotly debated by liberals and conservatives right up to today. So, they are at least worth questioning and thinking about.

3. Assumption in III and IV:

   - Gold and silver are key factors in economic and military strength.
   - Economic and military strengths are important to have.

3. Assessment:

The second assumption would be agreed with by most people. The first assumption is characteristic of the mercantilist economic thinking of the eighteenth century. It might be interesting to discuss the differences between this type of thinking and the thinking of most economists today (although some economists still agree with mercantilist thinking). Emphasize that it is important to understand the beliefs and assumptions of the people of the time period you're studying.

4. Type of reasoning and key question in:

	Type of Reasoning:	Key Question	Assessment
A.	Paragraph 1 - Sample	How good is the sample?	We don't know how good the sample is. It see from experience that countries which are wholly agricultural wi probably not be powerf but they might have economic growth.
B.	Sentences VI-X: Cause and Effect	Does the author show the connection between the cause and the effect?	The author does explai well why these causes would prevent manufacturing. The big question is whether the causes exist, as mentioned in the lack of evidence below.
C.	Sentence XIII: Proof	Does the author prove his point?	The author has not proven that all the other options are not good. As mentioned in the assumptions, it might be better to do nothin than to have government "help".

5. Evidence offered by the author in paragraph 2:

None - some evidence is needed before we can really assess whether the situation is as bad as Hamilton claims.

6. Overall, how strong:

Opinion. Listen to their reasons.

NR-4 NEW REPUBLIC

ANSWER KEY AND IDEAS FOR USING THE REPORT ON INDUSTRIAL POLICY FOR THE 1980'S

This reading could be used in a variety of ways. It could be used at the start of the lesson to help students to think about the issue of the proper role of the government in the economy. It may help students to see the importance of the issues raised by Hamilton in his Report of 1791. Just discussing the issue of Japanese imports should raise a lot of interest.

The reading could also be used as a follow up to analyzing the Report by Hamilton of 1791. At this point, some students should be able to recognize some points in the 1980's reading where legitimate questions or counterarguments could be raised.

The 1980's reading was composed by the author of this booklet, modeled after an argument in Business Week favoring an industrial policy. This argument has more obvious weaknesses in it than the Business Week version, to make it easier for student analysis. Some interesting points to note are:

1. In sentences II-III a cause (Japanese imports) and effect (financial losses and high unemployment in the U. S.) argument is, in fact, debated. Some people believe poor decisions by auto and steel management was an important cause of the problems. Other people have other theories.

2. The argument in sentence VI is an analogy that since a government planning agency worked for Japan in an earlier time period, therefore one will work for the U. S. today. There are some significant differences between the two cases, however, since, for example, as a devastated nation after World War II Japan may have been in a better position for economic growth (in spite of MITI) than is the U. S. in the 1980's. Also, the sentence states that MITI had many successes, but this is special pleading, since MITI had some failures as well.

3. There is little evidence offered that it is government help in foreign countries (as stated in sentence V) that gives their companies the edge. Note that sentence V is not an assumption by our definition since it is stated--it is just poorly supported with evidence. As was discussed in the Report by Hamilton, the government gets its money for subsidies and planning from taxes, which must, in some way, reduce some other part of the economy. It may be that government subsidies and planning are good ideas, but we need more evidence and a better argument than the one in this reading to convince us.

4. The words used in the reading tend to give the reader an exaggerated notion of the seriousness of an "increasing" trend which the U. S. is ignoring, but about which it must "wake up" before it is too late.

NR-5 NEW REPUBLIC

LESSON PLAN

I. Purpose of the Lesson:

A. To develop students' critical thinking skills as shown on the chart on page 76 of the teacher's guide.

B. To show students that not only written arguments, but also paintings and other visual arts, express points of view.

C. To inform students about various philosophical, artistic, and historical schools of thought in the nineteenth century and before.

II. Student Preparation for the Lesson:

No special preparation is necessary.

III. Introducing the Lesson:

A. Ask the students what the word "philosophy" means. Have someone look it up, if necessary. Write on the blackboard "Philosophy - the beliefs of people about the underlying principles (or meaning) of reality," or some simpler definition. Give students an example of a philosophy or philosophers (Karl Marx, Plato, Hegel, rock musicians today, etc.). Write on the blackboard, "Can art express philosophical outlooks?" Tell the students that they are going to study this question by examining a painting from the nineteenth century.

OR

B. Start with the information in the booklet--no special introduction.

IV. Lesson Options:

A. Introduce the lesson, have the students read the information in the booklet, examine the painting, and fill in the worksheet. Discuss as a class.

B. Do one of the questions as a class and discuss the answers. Then cue the students to look for certain aspects of the painting in trying to answer the other questions. For example, tell them to note the size of the figures compared to the size of the landscape, and to note the location of the figures.

C. Have students discuss their answers in small groups.

V. Altering the Lesson:

A. Level of the lesson - aimed at average senior high school students.

B. Making the lesson less difficult - use lesson option B. Also, you might want to have students do only two or three of the statements from the worksheet.

V. Altering the Lesson (continued):

C. Making the lesson more challenging - have the students find two other pictures of paintings from nineteenth-century America and decide what philosophical outlook those paintings support. Have students exchange paintings and quiz each other.

VI. Troubleshooting:

This lesson is short and should hold students' interest. However, some students may find the study of philosophical positions too abstract. In giving individual help to these students, ask whether they think people are mainly logical or emotional, basically good or evil, motivated by the love of money or by abstract ideals. Tell them that these are philosophical viewpoints. Suppose the students saw a painting of a man helping out a young boy. Which philosophical viewpoint would this support?

NR-5 NEW REPUBLIC

ANSWER KEY

Questions with the painting:

Does the painting support Enlightenment or Romantic Philosophy?

"Kindred Spirits" is a romantic painting. It emphasizes nature, emotion (a serene mood), and the uniqueness of the scene.

Worksheet:

Statement	Supports	Does not Support	Reasons
1. Hudson River School	X		This is a Hudson River School painting. It indeed shows nature as beautiful, and there is attention to details.
2. Alexis de Tocqueville		X	Some students may see the theme of freedom in the painting, which is reasonable. However, the material comfo and economic growth theme are not suppor You might want to discuss with the class the possible conflict between unspoiled nature (the ecology movement) and unchec economic growth. How might economic gro affect this landscape?
3. Neoclassical art		X	While nature is idealized the people are not. This is not a classical (Greek or Roman) theme, but an American (wilderne theme. You might want to mention that neoclassical art deemphasized color, whi romantic art used more vivid colors. Te the students that the original of this painting is colorful.
4. Turner thesis	X		You can get the students to see the dominance of nature by pointing out the size of the people (puny) compared to th size of the landscape and the precarious position of the people on the rock (if i falls, they're in trouble!). Do the peop control nature or does nature control th Notice also the broken tree trunk in the foreground, highlighting nature's power. Would people in this type of environment vast wilderness) be different from other peoples? Point out that American nation pride in the mid-1800's was based in par on the uniqueness of the country's size a environment.

NR-5 NEW REPUBLIC

ANSWER KEY

Statement	Supports	Does not Support	Reason
5. Transcendentalism	X		The mood here seems peaceful, thereby inviting contemplation and communion with nature. Point out that transcendentalism was closely associated with romanticism. It was an American philosophy in the mid-1800's.

JACKSON

J-1A JACKSON

LESSON PLAN

I. Purpose of the Lesson:

A. To help students to break down arguments into their parts.

B. To help students to identify assumptions. The second (major) premises here are actually assumptions.

C. To help students to see that what are put forth as bland statements in their textbooks are actually sometimes arguments. See NR-1A, "Purpose of the Lesson" for more comment on this point.

D. To develop students' critical thinking skills as shown on the chart on page 76 of the teacher's guide.

II. Student Preparation for the Lesson:

A. Students should have done the introductory lesson and worksheet for conclusions, or NR-1A or NR-1B.

B. Students may need some background on the spoils system or the nullification crisis of 1832.

III. Introducing the Lesson:

A. Start by asking how many of the students have jobs, and of those, how many got their jobs because of a "connection" (because they knew somebody). Is this unfair? Would any of them give up his/her job because he/she thinks it is unfair to get a job this way? Then ask "How would you feel if you didn't get a job, and you knew that the person who did get it got it because he/she had a connection with the boss?"

These questions should bring a lot of comments from students. The issue revolves partly around people's values regarding fairness (having to do with racial and sexual discrimination and many other issues). It may make a discussion of the spoils system more lively, particularly with regard to the major premises (or assumptions or value positions) of the two historians' arguments on the spoils system. You might want to further discuss the assumptions and students' feelings about the assumptions.

B. You could also ask if students think John F. Kennedy handled the Cuban Missile Crisis of 1962 correctly. After you give a little information you should get quite a few opinions.

IV. Lesson Options:

A. Have students pair up and compare answers and then discuss as a class.

B. Write out the answers on the blackboard, a transparency, or a handout.

C. Discard the worksheet and just pick out and discuss the major premises (or assumptions) of the arguments. The lesson could focus on assumptions in historical arguments.

V. Altering the Lesson:

A. Level of the lesson - aimed at average senior high school students.

B. Making the lesson more challenging - do J-1B instead.

C. Making the lesson less difficult - focus on the value positions (or assumptions) as suggested in "lesson option C" above.

VI. Troubleshooting:

A. Students may have difficulty in doing the premise-premise-conclusion rewriting. However, with the idea suggested in "Introducing the Lesson" there should be enough interest to get the students to try the rewriting. Again, it is probably not a good idea to spend too much time on the actual rewriting of the arguments.

B. Historian #4 is more difficult, since the conclusion isn't stated.

J-1A JACKSON

ANSWER KEY

A. Historian 1:

Premise: Done

Premise: Done (Point out general phrasing. It's an assumption.)

Conclusion: The spoils system hurt the United States (the country).

Historian 2:

Premise: The spoils system replaced indifferent officials with people with new ideas.

Premise: A system which replaces indifferent officials with people with new ideas helps the country.

Conclusion: The spoils system helped the United States (the country).

B. Historian 3:

Premise: Andrew Jackson didn't listen to South Carolina's complaints, made threats to hang the leaders of the nullification bill and almost caused a war.

Premise: Someone who won't listen to the other side's complaints, who makes violent threats, and who almost causes a war has not handled the situation correctly.

Conclusion: Andrew Jackson did not correctly handle the nullification crisis (he overreacted).

Historian 4:

Premise: In the nullification controversy, Andrew Jackson showed that he wasn't bluffing, left the way open for peaceable solution, and kept the country united.

Premise: Someone who shows he isn't bluffing, leaves the way open for peaceable solution, and keeps the country united has handled the situation correctly.

Conclusion: Andrew Jackson correctly handled the nullification crisis.

J-1B JACKSON

LESSON PLAN

I. Purpose of the Lesson:

See J-1A, "Purpose of the Lesson."

II. Student Preparation for the Lesson:

See J-1A, "Student Preparation.".

III. Introducing the Lesson:

See J-1A, "Introducing the Lesson."

IV. Lesson Options:

See J-1A, "Lesson Options."

V. Altering the Lesson:

A. Level of the lesson - aimed at above-average senior high school students.

B. Making the lesson less difficult - do J-1A instead. Or, only do argument A, since argument B is more difficult to restate.

C. Making the lesson more challenging - have students write out their own arguments on the Jackson era along with questions.

VI. Troubleshooting:

You might want to remind students that unstated assumptions are also major premises. There may also be some difficulty with types of reasoning and the weaknesses which go with them. You might want to cue the students to look in the "Guide to Critical Thinking" under these sections for explanations.

J-1B JACKSON

ANSWER KEY

A. 1. Premise: The spoils system replaced many competent officials with unqualified people who were political supporters of Andrew Jackson.

2. Premise: A president who starts a system which replaces competent officials with unqualified political supporters is a bad president.

3. Conclusion: Therefore, Andrew Jackson was a bad president.

4. Assumption - #2 above. Students may suggest other assumptions. Don't argue too much.

5. Value words - bad, spoils system, competent, not qualified (words which make judgments).

6. Words which need to be defined - experienced, competent, not qualified, political supporters.

7. Two types of reasoning:

A. Proof - The historian uses the replacement of competent officials to prove Jackson was a bad president.

B. Sample - "many."

8. Possible weaknesses:

Special pleading - how many of the officials replaced were competent? Were there any benefits to the spoils system?

This is only a possible weakness. We would need to check on it further.

Insufficient proof - the spoils system, by itself, does not make Jackson a bad president.

Students will have to think about the key questions that go with these two types of reasoning. They can also check the fallacies under these types of reasoning.

B. 9. Premise: Andrew Jackson made strong statements, left the way open for peaceable solution, prevented secession, and kept the country united in the nullification crisis.

10. Premise: Someone who takes a strong position, is ready to compromise, prevents secession and keeps the country united is a good leader in that situation.

11. Conclusion: Andrew Jackson was a good leader in the nullification crisis.

    (This is a difficult argument to restate, since the conclusion is not stated. Yet it implies that Jackson's strong action was a good thing. You may get many different answers on this. Just show this answer, explain it, and move on.)

12. Assumption #10 above.

13. Overaggressive. Threatening. Militaristic.

14. Proof. The author uses these examples of Jackson's actions to prove the President handled the crisis well.

J-2 JACKSON

LESSON PLAN

I. Purpose of the Lesson:

Same as NR-2A, "Purpose of the Lesson." See also the note at the start of NR-2A, "General Information About this Lesson."

II. Student Preparation:

If students have some knowledge of the Jackson period, they will be able to do the activity more easily. However, this debate could be the organizing device for the study of Jackson.

III. Introducing the Lesson:

A. Ask the students if they feel the current president is a good president. Do they think John F. Kennedy (or one of the other more popular presidents) was a good president? What makes a good president? Tell them that they are going to debate this issue about Andrew Jackson. Was he a good president, and did he help our country?

OR

B. Just start with the debate statement and the worksheet on the debate, and skip any introduction.

IV. Lesson Options:

A. Same as NR-2A, "Lesson Options."

V. Altering the Lesson:

A. Level of the lesson - aimed at averate to above-average senior high school students.

B. Making the lesson less difficult - many issues involved with President Jackson are abstract and so are difficult for some students to understand. You can make it easier for students by selecting one or two of the less abstract issues (ie., the spoils system) and debating only those.

VI. Troubleshooting:

Same as NR-2A, "Troubleshooting."

VII. Extending the Lesson:

Same as NR-2A, "Extending the Lesson."

J-2 JACKSON

POSSIBLE ISSUES FOR DEBATE

Issue	What it shows in favor of Jackson	What it shows against Jackson	Source and page
1. Spoils system	It helped get new people into the government. It made the government more democratic.	It removed qualified and experienced officials from the government, and replaced them with many unqualified people.	
2. Nullification Crisis of 1832			
3. Removal of the Indians West of the Mississippi			
4. Veto of the U. S. Bank Recharter			
5. Removal of government funds from U. S. Bank			
6. Maysville Turnpike Veto			

J-3A LESSON PLAN

I. Purpose of the Lesson:

A. To develop students' ability to analyze and apply analogies.

B. To teach students the economic concepts of comparative advantage, specializing, and standard of living, and to have the students apply these concepts to a specific event in U. S. History.

II. Student Preparation for the Lesson:

No special preparation necessary. However, students who understand some basic economic principles (such as are taught in NR-4) will have an easier time understanding this lesson.

III. Introducing the Lesson:

Ask the students if they can name some of the professional football teams in the U. S. Ask them to name the teams from Pittsburgh (Steelers) and Houston (Oilers). What do the names tell us about those cities? (The products they produce.) Is it good for our country to have various areas specialize in producing certain goods or services and then trading for the other products they need? Tell them that this idea of specialization is related to the tariff question in the early 1800's.

IV. Lesson Options:

A. One way to do the lesson is:

1. Introduce with the questions above.
2. Have the students fill in the worksheet "What Do You Think?"
3. Have students read the worksheet on Comparative Advantage.
4. Have the class study in their textbook the "Tariff of Abominations" and the arguments for and against it.

B. You could skip the worksheet on Comparative Advantage.

C. Instead of using the worksheet "What Do You Think?" just have the class discuss arguments for and against tariffs. The worksheet is more structured.

V. Altering the Lesson:

A. Level of the lesson - aimed at average senior high school students. The discussion format with an emphasis on opinions allows for a wide range of abilities to participate. However, it will take some ability on the student's part to understand the economic concepts.

B. Making the lesson more challenging - do J-3B instead of, or in addition to, this lesson.

C. Making the lesson less difficult - skip the worksheet on Comparative Advantage.

VI. Troubleshooting:

There is no need to make the lesson too detailed. You can shorten it by going over only one example each from part A and B in the "What Do You Think?" worksheet. Once you've decided what the goals are for your class, you can decide which questions to go over in class and which to skip.

J-3A ANSWER KEY

What Do You Think?

A. #1-6. Discuss their answers. Almost all economists would say that the U. S. is better off without the tariffs.

7. The advantages lie in greater output of goods, as shown on the worksheet on comparative advantage. One disadvantage might be higher unemployment in the industries which are hurt by competition from other states.

B. #8-12. Again many economists would argue for free trade, but opinion is more divided here. If student answers are different for different items, ask why. This worksheet should generate a lot of thinking.

13. Basically the same advantages and disadvantages as in number 7. However, foreign countries bring in some new considerations, such as national defense.

14. This should prove interesting. Students may argue that case B is different from case A. Point out that this is the key question to ask in analyzing comparisons such as these.

15. Discuss their answers.

16. Discuss.

17. Possible answers:

- The leaders wanted to protect U. S. industries.
- The leaders wanted to raise revenue for the government.
- The leaders had some political motive, such as winning the next election.

Ask students: Suppose the leaders at that time understood the benefits of comparative advantage. Why do you think they passed the Tariff of 1828? (Possibly for the political reasons.)

18. Possible answers:

- It cost them money, but didn't benefit them.
- Sectional differences.
- They understood the benefits of free trade.
- Political motives.

19. Probably not, but one must be careful not to overgeneralize from one case.

J-3B LESSON PLAN

I. Purpose of the Lesson:

To develop students' critical thinking skills as shown on the chart on page 76 of the teacher's guide.

II. Student Preparation for the Lesson:

Students should have a basic understanding of how a tariff works and the economic and political considerations associated with tariffs (i.e who benefits, and who gets hurt?). If you think your students lack some of the economic concepts relevant to tariffs, you could begin with J-3A (on the concept of comparative advantage) or NR-4 before doing this lesson.

III. Introducing the Lesson:

No special introduction necessary. Or see the "Introducing the Lesson" for NR-4.

IV. Lesson Options:

A. Give the students the readings, have them fill in the worksheets, and discuss their answers.

B. Give the students the readings and discuss. Then give them time to research the arguments over the Tariff of 1828 and have them role play various viewpoints and arguments.

V. Altering the Lesson:

A. Level of the lesson - aimed at above-average senior high school students.

B. Making the lesson less difficult - do J-3A instead.

C. Making the lesson more challenging - have students write arguments as they would likely have been written in 1828, for and against the Tariff.

VI. Troubleshooting:

The worksheets might get tedious, so discuss only the questions which will bring out the points you want to make.

J-3B ANSWER KEY

Question Sheet for Protest Against the 1828 Tariff

A. Main point: (Possible answers)

- The Tariff of 1828 is wrong or bad.
- The Tariff of 1828 should be repealed.

B. Statements:

2. Agree
3. Disagree - helps one business, as opposed to all businesses equally.
4. Disagree
5. Agree - the reading implies this.
6. Disagree - again, the reading implies this.
7. Agree
8. Disagree - only some people use alcohol, so this would be a partial tax.
9. Agree
10. Agree - otherwise why would this group be protesting?

C. Evidence

None - there are no statements by witnesses, written documents, or objects.

J-3B ANSWER KEY

An Argument Favoring the Tariff

Possible errors:

1. The fact that foreign companies pay their workers less does not necessarily mean that those companies can undersell our companies nor that they have an unfair advantage over us. Wages paid is only one cost among many in the sale of a product. Also, the wages paid must be compared with the productivity of the workers.

2. If some of our companies cannot compete, then maybe they should lose business. In the short run, it may be difficult for the workers who lose their jobs, but in the long run, many of those workers should get jobs in more productive and competitive industries.

3. Our country may not be worse off without a tariff. The concept of comparative advantage leads to the conclusion that we would be better off without it. America may be better and stronger to produce what we produce best. In the long run the country may have a higher standard of living, more economic growth and lower employment through free trade than if it protected less efficient industries.

There are many other issues related to a tariff that can be raised and researched by students, such as: balance of payments, loss of money (gold), national defense, foreign government subsidies for businesses, "dumping," and exchange rates. On each issue the supporters of free trade and the supporters of protective tariffs have respectable arguments.

J-4 JACKSON

LESSON PLAN

I. Purpose of the Lesson:

A. To help students to see how information can be organized.

B. To help students break down information and see how different pieces of data are interrelated.

II. Student Preparation for the Lesson:

Students should already have a good understanding of the Jacksonian period before they do this activity. Do this lesson at the end of the Jacksonian unit rather than at the beginning.

III. Introducing the Lesson:

A. Write the following terms on the blackboard and instruct students to write them into an outline:

Bases
Events in baseball
Double play
Homerun
Catcher's mask
First baseman's mitt
Strike out
Baseball equipment

You could also tell the students that the terms fit into the following outline:

I.	II.
A.	A.
B.	B.
C.	C.

OR

B. No special introduction. Just start with the worksheet.

IV. Lesson Options:

A. Introduce, have the students do the outline, and discuss the answers. Write the outline on the blackboard:

I.	II.	III.	IV.	V.
A.	A.	A.	A.	A.
B.	B.	B.	B.	B.
C.	C.	C.	C.	
D.			D.	
			E.	

OR

B. Show the answers on an overhead transparency.

OR

C. Have students compare answers in groups.

IV. Lesson Options (continued)

OR

D. Do not give the students the outline.

V. Altering the Lesson:

A. Level of the lesson - aimed at below-average to average senior high school students.

B. Making the lesson less difficult - use option A under "Introducing the lesson." Or you could take several terms out of the outline to make it easier.

C. Making the lesson more difficult - add more terms to be outlined. Or, have students write their outline without any outline from you, as in "Lesson Option D".

VI. Troubleshooting:

Some students may not understand what to do at first. You might want to walk around the room to help anyone who is having difficulty.

J-4 JACKSON

ANSWER KEY

This is one answer. There may be other reasonable answers. Have students give reasons for their choices and then ask what other students think of these choices. Students can usually point out mistakes.

OUTLINE:

I. Jackson: the person and president:
    A. Born in a log cabin
    B. Military hero
    C. "King Andrew the First"
    D. Used the spoils system

II. Greater democracy in the U.S.:
    A. Increased white, male suffrage
    B. No land requirement to vote
    C. More equality of educational opportunity

III. The Bank War:
    A. Nicholas Biddle
    B. Veto of the U. S. Bank recharter
    C. Pet banks

IV. Sectionalism:
    A. Tariff of Abominations
    B. Nullification
    C. Webster-Hayne Debate
    D. "The Great Pacificator"
    E. John C. Calhoun

V. Election:
    A. Rousing parades and rallies
    B. Slogans: "Tippecanoe and Tyler Too"

J-5 JACKSON

LESSON PLAN

I. Purpose of the Lesson:

A. To develop students' critical thinking skills as shown on the chart on page 77 in the teacher's guide.

B. To get students to analyze and evaluate longer interpretations.

II. Student Preparation for the Lesson:

Students should have a basic understanding of the Jacksonian period before dealing with these interpretations.

III. Introducing the Lesson:

A. Ask students what factors influence people today to vote for one candidate or political party over another. List the factors on the blackboard. Ask the students how we would go about determining which of these factors is the most important influence on voting behavior.

OR

B. Ask students why Andrew Jackson was elected in 1828. Did he represent or symbolize anything? Could he have been elected in 1792? Why or why not? Write on the blackboard "Did Andrew Jackson represent a democratic movement in the U.S.?" Tell students that the lesson will deal with this question.

OR

C. No special introduction. Just start with the interpretations.

IV. Lesson Options:

A. One way to do the lesson is:
1. Introduce as above.

2. Have students read Historian A and discuss it using the discussion questions on the attached sheet ("Questions on the Interpretations").

3. Have students read Historian B and discuss using discussion questions.

OR

B. Have students analyze the viewpoints using MARKER.

OR

C. Put the discussion questions on a handout and have students answer them.

OR

D. Have students evaluate one viewpoint; then have them write an essay evaluating the other viewpoint.

V. Altering the Lesson:

A. Level of the lesson - aimed at well-above-average senior high school students. The concepts and reasoning involved in the interpretations are difficult.

B. Making the lesson less difficult - use lesson option C. Make the worksheet more detailed, possibly with multiple choice answers. Examples of more structured worksheets can be found in the source envelope.

C. Making the lesson more challenging - use lesson option D. Or, you could have students do more research on issues involved in the viewpoints.

VI. Troubleshooting:

Make sure your students have the ability both to understand the vocabulary and concepts involved and to analyze an interpretation.

LESSON PLAN

QUESTIONS ON THE INTERPRETATIONS

Historian A: (See the answer key for some possible answers.)

1. What is this author arguing? (What's the main point?)
2. What is the author's view of the political system?
3. What do you think of this viewpoint (in #2)?
4. What assumptions does this author make? (About politics, the role of government, and so forth)
5. What types of reasoning does Historian A use?
6. How strong is Historian A's reasoning?
7. What fallacies, if any, does Historian A commit?
8. What evidence does Historian A offer to support his/her viewpoints?

Historian B: (See the answer key for some possible answers.)

1. What is this author arguing?
2. What types of reasoning does Historian B use? (They should see debating. Also, point out the sample reasoning with New York.)
3. How strong is his reasoning?
4. What fallacies, if any, does Historian B commit?
5. What assumptions does Historian B make? (Point out the assumption that political participation can be indexed by voting patterns.)
6. What do you notice about the terms or concepts used in this interpretation? Are there any terms which need to be more clearly defined? What does the author seem to think is the meaning of the terms "class" (or social class), "ethnic group" or "religious group"?
7. What evidence does Historian B offer to support his/her viewpoint?

J-5 JACKSON

ANSWER KEY

Analysis of Historian A:

This viewpoint seems to oversimplify reality (hasty generalization). There are heroes and villains. The author continually emphasizes the benefits of Jacksonian policies (such as the spoils system) while ignoring the disadvantages. This special pleading is evident in sentence VIII on the spoils system and in sentences X-XVI on the U. S. Bank. Meanwhile, the bad points of the conservatives are emphasized, and the good points are ignored.

One wonders how large a sample was used to arrive at the conclusion that mostly poor people were in the Democratic Party while rich people ran the Whig Party. Moreover, no evidence is given to support any part of the interpretation.

The author argues that Jackson represented the interests of the poor in his policy decisions. Yet no proof is given for this argument. How do we know that Jackson wasn't using class rhetoric to gain support for his own political and economic goals? The author needs to better demonstrate the connection between the people's interest (cause) and Jackson's policies (effect).

The author argues that the conservatives could not undo Jackson's reforms of more popular participation in politics and more government intervention in the economy. First, there is at least some question whether the premise is true that Jackson did, in fact, cause these reforms. Second, we have to question whether the conservatives were trying to "undo" these "reforms". Maybe the conservatives could see advantages in popular participation in government. They had, after all, just won an election through the use of mass election techniques.

J-5 JACKSON

ANSWER KEY

Analysis of Historian B:

This viewpoint points out some of the weaknesses in Historian A's interpretation of Jacksonian Democracy. Some of the complexities and contradictions are pointed out.

The sample of New York State is a small one. Students should be skeptical of drawing conclusions based on this sample alone.

Footnote 1 seems to show the correlation between ethno-religious groups and voting behavior. One must be careful of the fallacy of composition here (see p. 17 in the "Guide", the top two examples). A rich town may have voted Democrat, but a majority of the votes for the Democrats may have come from poor citizens in the town. On the other hand, as the number of rich towns which voted Democrat adds up, it becomes increasingly difficult to hold the position that Democrats were supported by the poor, while Whigs were backed by the rich.

Another criticism of this viewpoint is the use of voting patterns alone to determine political behavior. This is the fallacy of correlation as cause. There may be a stronger correlation between ethnic and religious affiliations and voting than between socio-economic class and voting. However, this method does not tell us what caused the people to vote the way they did. Which of his affiliations caused a poor, Irish, Catholic, laborer to vote the way he did? Historian B cannot tell us.

Moreover, Historian B has not defined carefully what he/she means by "class", "ethnic group", or "religious group." It seems from the interpretation that social class is distinct from ethnic group or religious group. But, in reality, this is not the case. If social class is defined as similar interests among a group of people, or as the relationship of various groups to each other, then it is clear that social class is influenced by and in turn influences ethnic group and religious considerations. The attempt to divorce economics from culture fails.

Historian B's attempt to narrow down political struggle to election-day voting also is open to question. This assumption oversimplifies political reality. People exert political power in other ways (such as demonstrations and rioting) than just by voting.

Historian B has shown that previous viewpoints of Jackson were probably too simple. However, his/her theory will be subjected to new study and changes, in turn.

SLAVERY

S-1 SLAVERY

LESSON PLAN

I. Purpose of the Lesson:

A. To improve students' ability to recognize fallacies in reasoning.

B. To help students to empathize with people of different time periods. To get students to consider the circumstances affecting and beliefs of people of different time periods.

II. Student Preparation for the Lesson:

Students should have done some work on fallacies.

III. Introducing the Lesson:

A. Tell the students that they are large plantation owners in the South before the Civil War. They are to write an argument defending the institution of slavery.

or

B. No special introduction. Start with the reading.

IV. Lesson Options:

A. Introduce the lesson, have students read the argument and answer the questions and discuss as a class. They can use their "Guides to Critical Thinking" to look up the fallacies.

B. Have the students work in groups on the fallacies, and have team competition for the most correct fallacies.

C. De-emphasize the fallacies by skipping the worksheet and discussing instead types of reasoning and assumptions.

V. Altering the Lesson:

A. Level of the lesson - aimed at average to above-average senior high school students.

B. Making the lesson less difficult - before students start the problem, go over the more difficult vocabulary terms in the reading and review the fallacies (and their examples) in the "Guide to Critical Thinking." For question B on the worksheet, cue the students that this is primarily cause and effect reasoning. For question C, review what constitutes evidence.

C. Making the lesson more challenging - don't use the worksheet. Tell the students to name six fallacies in the reading, including sentence numbers and explanations of why they are fallacies. Have students write an attack on slavery, including at least five fallacies.

VI. Troubleshooting:

The vocabulary in the reading is difficult, but the argument and lesson are interesting. The fallacies get tedious after a while. You might want to decide which fallacies are worth going over and just do those.

S-1 SLAVERY

ANSWER KEY

A. Main point: (some possibilities)

- Sentence XI
- Slavery is better than free labor.
- Slavery is good for Negroes.

B. Fallacies:

I. Hasty generalization (Are all governments formed this way? Also, special pleading--chooses best case of democracy in Athens. Some nations with moral people (like Germany in the 1930's) have been governed by a dictatorship.)

II. Stereotypes Negro nations; prevalent proof ("it is clear" = everyone knows; see p. 20 in the "Guide."

III. Stereotypes Negroes

IV. False scenario (If left alone, the Negroes would be a burden.)

V. Stereotype

VI. Either/or (Either society lets the Negroes go (and they won't survive) or they impose slavery. Aren't there any other possibilities?)

VII. Stereotype; false sccnario ("They would be . . .")

VIII. Stereotype (oversimplifies life on an entire continent in one sentence.); Hasty generalization

IX. Special pleading (Slavery also had some bad points regarding Negroes--it beat them and separated Negro familes.)

X. Hasty generalization; misrepresentative sample; possibly special pleading (Fitzhugh extrapolates from wife murder to all crimes in the North.)

C. What is wrong?

The recommended solution (slavery) for the problem (Negro passivity and childishness) is the likely cause of that very problem. Slavery may well have caused the passivity.

There is no need for students to name a fallacy here, since none of the fallacies fit this case. Rather we are interested in students being able to explain what is wrong.

D. Evidence:

None--there are no statements by witnesses, written documents, or objects.

S-1 SLAVERY

ANSWER KEY

E. How could Fitzhugh write this?

This could lead to some interesting discussion. Initially students may say that Fitzhugh was rationalizing something which he knew was wrong. Eventually someone may say that Fitzhugh might have believed everything he wrote. From this, it might be interesting to speculate how he could believe these things. Did most people in the South believe them? How could people come to believe these things?

S-2 LESSON PLAN

I. Purpose of the Lesson:

A. To develop students' critical thinking skills, as shown on the chart on page 77 of the teacher's guide.

II. Student Preparation for the Lesson:

Students should have done some work with main points, types of reasoning, and evidence.

III. Introducing the Lesson:

A. Tell the students that they live in the North before the Civil War. They are opposed to slavery. They are to write one argument to convince someone that slavery is wrong.

or

B. No special introduction. Start with the reading.

IV. Lesson Options:

A. Introduce the lesson, have students read the argument and answer the questions, and discuss as a class.

or

B. Have students discuss their answers in groups.

V. Altering the Lesson:

A. Level of the lesson - aimed at below-average to above-average senior high school students.

B. Making the lesson less difficult - before students begin the reading, review the five kinds of reasoning. Or skip question B, and focus more on the evidence questions.

VI. Troubleshooting:

There should be no problems with the reading - it isn't that difficult, and it will appeal to many students. If you anticipate problems with question B, you could skip that question.

S-2 ANSWER KEY

A. Write out the main point of this argument:

- Slavery is wrong.

B. For each of the following sentences list the type of reasoning and key question and explain how well the author answers the key question:

Sentence	Reasoning	Key Question	How Well Answered
III	Comparison	Are the two cases sufficiently similar to make the conclusion a good one?	They look pretty similar. The point is that we wouldn't like to have slavery imposed on us, and this argument makes the poi nicely.
IV	Proof	Does the argument prove the point?	This is prevalent proof (p. 20 in the "Guide.") It may be tru but we need evidence to prove i
V	Debating	Does the author really weaken the other view?	Not very well. The evidence of slaveholder cruelty is not show in this argument itself. The extent of owner cruelty is certainly open to question - it is not a foregone conclusion.

C. Author's beliefs: (Possibilities)

Liberty
People should be treated with dignity.
Testimony helps prove an argument.
Writers can influence people's opinions.
Evil institutions can be reformed or abolished by public pressure.

D. Evidence:
None. There are no actual statements by witnesses, written documents or objects presented.

E. How good is 50 cases?
This question gets at sampling. Fifty cases is not really very many out of the entire South. It would not substantiate the author's contention that incidences of cruelty were "frequent" (the meaning of which is unclear) in all slave states. The evidence lends support to the argument that slavery was cruel, but the sample needs to be larger to be more convincing. Two other questions that need to be asked are: What length time period is this sample? and, How representative is the sample? The second question gets at the possibility of special pleading.

S-2 Answer Key (continued)

F. Views of slaveholders - he seems to stereotype them as inhuman masters.

G. Slaveholders as evidence - this would be fairly strong. Slaveholders would ordinarily have no reason to distort testimony that owners were cruel to slaves, since it makes owners look bad. One important question is: Did the witnesses say they themselves were cruel to slaves? This would make the testimony more reliable. Did the students use PROP ("Guide," p. 5) to analyze the evidence?

S-3A SLAVERY

LESSON PLAN

I. Purpose of the Lesson:

See S-3B "Purpose."

II. Student Preparation for the Lesson:

See S-3B "Student Preparation."

III. Introducing the Lesson:

A. Ask the students to answer the following questions in writing:
   1. Write down what you ate yesterday from when you woke up in the morning until you went to sleep at night.
   2. Are you well fed?
   3. How do people measure if they are well fed?

   After students have written their answers, ask if anyone would like to volunteer to read what he/she ate the previous day. Or, you could collect their answers and pass them back randomly. Students are more likely to respond if they aren't reading their own paper. Write the foods on the blackboard. Then ask how we can tell if this is an adequate diet. Students may mention the basic four food groups, minimum daily requirements, recommended daily allowances (RDA's), vitamins, minerals, calories and so forth. (If they don't mention anything, maybe you should have the home economics teacher into class for a lecture on nutrition!) Write the above terms on the blackboard. Tell the students that the question of how well fed people are is one that some historians have studied with regard to slaves in America.

   OR

B. Ask the students to answer this question: "If you were a slaveholder in Mississippi in 1850, how well would you have fed your slaves?" Call on students to reply and ask students why they chose what they did. Ask students what they think slaves ate, mainly.

IV. Lesson Options:

A. One way to do the lesson is:
   1. Introduce as above.
   2. Have the students read Historians A and B and answer the questions. Discuss.
   3. Have the students read Historians C and D and answer the questions. Discuss.
   4. Have the students answer the general questions and discuss.

   OR

B. Have students read all the viewpoints at once and answer all the questions. If you assign this for homework, you can cut out a lot of class time. On the other hand, some students may not understand how to do one or more sections if left on their own to answer all the questions.

   OR

IV. Lesson Options (continued):

C. Have students compare their answers in small groups, then discuss as a class. You could also assign the small groups to answer the question "were slaves well fed in terms of nutrients?" and prepare to defend their answers.

OR

D. Skip the worksheets. Have students read the four historians and have them discuss the question "were slaves well fed in terms of nutrients?" You could raise points in the discussion in which you defend one of the historian's viewpoints. This would prompt some students to evaluate that viewpoint and criticize it. For example, you could say "But slaves suffered nutritional diseases associated with a deficiency of iron." Students should be able to attack this argument.

V. Altering the Lesson:

A. Level of the lesson - aimed at average senior high school students. The vocabulary is not too difficult, and the number of interpretations and variables is not great.

B. Making the lesson more challenging - do S-3B instead, or use lesson option B above.

C. Making the lesson less difficult - have students read only Historians A and B and answer the questions. Or, follow the format of lesson option D and bring out general points on diet, rather than logic points on assumptions, types of reasoning, fallacies, etc.

VI. Troubleshooting:

The activity for introducing the lesson (Option A) should create some interest. Most people have a natural interest in food and eating! At some point students will begin to lose interest, however, so the timing of the lesson is important.

Some students may have difficulty understanding how to do questions 10, 11, 12 and 14. You might have to do one of these as a class first in order to clear up any confusion. It might be especially helpful to demonstrate an answer to question 12. Once they see how letter "a" was done, students should be able to do the other questions in that section.

S-3A SLAVERY

ANSWER KEY

Historian A:

1. Conclusion: Slaves ate a high calorie diet, but one poor in nutrition.

2. C (Did the students forget that it asked for an unstated assumption?)

3. Mainly B and C. Some students may reasonably argue that it is proof reasoning, also.

Historian B:

4. Main point: Slaves were well fed in both calories and nutrition. (The last sentence.)

5. E

6. D (Historian A said slaves were fed corn and pork almost exclusively. Historian B changed this to corn and pork only. Historian B put words in Historian A's mouth.)

   (Did students go right to the fallacies under debating for their answers? If the reasoning is debating, then the fallacy must be under debating.)

7. What's wrong with the reasoning?

   Just because it is mentioned doesn't mean the slaves ate it with any frequency at all. One mention of a particular food on one plantation does not mean that slaves in general ate that food. This is a poor sample argument.

8.

Type	Key Question:	How Well Answered
Proof	Does the argument (in this case) prove the point?	If these RDA's have been calculated correctly, then this is strong proof of a nutritional diet. Of course, the other problem is how large the sample was from which the calculations were made.

Historian C:

9. Main point: Slaves had a poor nutritional diet.

10.

Type	Key Question:	How Well Answered
Cause and Effect	Does the author show the connection between the cause and the effect?	This is an interesting point. The author actually reasons from effect (diseases) to cause (poor diet). Refe students to p. 13 of their "Guides", the bottom example, for an example of effect-to-cause reasoning. As will be shown in subsequent questions, nutritional diseases may not be caused by poor diet.

S-3A SLAVERY

ANSWER KEY

11.

Type	Key Question	How Well Answered
Cause and Effect	Does the author show the connection between the cause and the effect?	The author shows a strong correlation between the minerals and pica. Did any students recognize this? The correlation seems strong, but we would like to know more about the treatments of these patients.

12.

Suppose you found:	What it shows:
A. Vitamin D not from food	A. Nutritional diseases resulting from lack of vitamin D were not due to poor diet, but rather black pigmentation.
B. Molasses	B. Slave diet probably not deficient in iron.
C. Magnesium	C. Slave diet probably not deficient in magnesium.
D. Calcium	D. Slaves were probably deficient in calcium, but this was not due to what they were fed but rather due to lactose intolerance.
E. Lack of calcium and vitamin D	E. This seems to show that it was the lack of calcium and vitamin D (neither of which was a result of poor diet *per se*) which may account for all the possible nutritional problems which slaves suffered. It wasn't poor diet, but rather poor absorption which caused the problems.

Historian D:

13. Historian B

14.

Disadvantage	Advantage
Harder to generalize for all slaves from a smaller sample	Overcomes the disadvantage of trying to generalize for millions of slaves in many states over 200 years. The other historians oversimpli the slave diet. They seem to assume that all slaves over this long time period had basically the same diet. Their simple question "Did slave have a good diet?" reveals this assumption. It remains to be proven that slaves in South Carolina in 1700 had the same diet as slaves in Texas in 1860.

S-3A SLAVERY

ANSWER KEY

General Questions:

15. Slaves ate a high-calorie diet. (It is worth pointing out to students that as a topic is studied historians do come to general agreement on some points, even as they continue to debate other points.)

16. Skills needed:

Medical knowledge (diseases); nutritional knowledge; mathematics skills (percentages, etc.); use of statistics; knowledge of the climate, crops, and plantation life of the South; knowledge of black (African) background; skills in using a library and other research skills; skills in asking questions, making inferences, drawing conclusions and so forth.

17. Hypothesis:

A. Calories	Well fed	Reasonably certain.
B. Nutrients	Well fed	Not so certain. There is still debate on this question. Historian C's argument that slaves had a poor nutritional diet seems weak, while Historians B and D seem to make stronger arguments. These interpretations could change, however.

18. Opinion. It seems that we are getting closer to the truth. Weaker interpretations keep getting weeded out as new evidence is uncovered, new arguments are made, and new questions are asked.

19. Opinion. It is based on evidence (unlike literature) and logical reasoning, but not on repeatable tests (as in science).

20. Opinion. There are standards. They are shown in the debates and review articles in historical journals. Historians are frequently criticized for poor sampling, weak evidence, etc.

S-3B LESSON PLAN

I. Purpose of the Lesson:

A. To improve students' critical thinking skills, as shown on the chart on page 77 of the teacher's guide.

B. To help students to see that history is a process of interpretation and reinterpretation. To get them to see that our viewpoints of historical topics change as new information is discovered, as new questions are asked, or as new methods of study are used.

C. To show students that there are standards of excellence in history.

D. To get students to consider philosophical questions about history, specifically about truth and objectivity.

II. Student Preparation for the Lesson:

A. If the worksheet is used, the students will need to have done some work on main points, fallacies, types of reasoning, and evidence.

B. Students should probably have some background on slavery.

III. Introducing the Lesson:

A. Ask the students what "well fed" means. What does "malnourished" mean? Do they suppose slaves were well fed?

OR

B. Start with the overview.

IV. Lesson Options:

A. One way to do the lesson is:
   1. Introduce as in A above.
   2. Have the students read the Overview.
   3. Have the students read the relevant information and viewpoints I-III, and fill in the questions for those readings. Discuss as a class.
   4. Have the students read IV and V and the questions for those readings. Discuss.
   5. Have the students read VI and VII and the questions for those readings. Discuss.
   6. Have the students answer the general questions (#20-27) and discuss.

B. Instead of assigning the readings in sections, have the students read all of the viewpoints and the questions as one assignment.

C. Instead of discussing the answers to the worksheet as a class, have students discuss them as small groups.

D. Don't use the worksheets. Just have the students read the viewpoints and ask them whether slaves were well fed. Many of the points in the worksheet can be brought out in the discussion.

V. Altering the Lesson:

A. Level of the lesson - aimed at above-average high school students. The vocabulary is fairly difficult, but more importantly there are a lot of variables to remember in trying to answer some of the questions.

B. Making the lesson more challenging - use Lesson Option D above and have students write an essay defending one of the historical viewpoints.

C. Making the lesson less difficult - only have students read a few of the viewpoints (for example, I-III) and answer a few of the questions (for example, #1-6). You could also cue the students to look at particular pieces of relevant information in trying to answer the questions. Or do S-3A instead.

VI. Troubleshooting:

This topic is interesting, so there shouldn't be many problems. One possible trouble area is the technical vocabulary. Another problem area might arise if the class spends too long on an analysis of the viewpoints.

S-3B ANSWER KEY

1. Yes. Researchers working independently coming to the same conclusion strengthens that viewpoint. It doesn't constitute proof, however. These historians may all have looked at the same few sources, or had the same assumptions, or even took the view from each other.

2. Conclusion: Slaves were well fed.

3. Fallacy: B. Equivocation. Other historians question the nutrients; he's talking about the calories. (This fallacy is on p. 10 in the "Guide.")

4. Convinced? No. The mention of a food in plantation records does not mean it was eaten by slaves to any significant extent.

5. Weaknesses in residual method? Yes. It is based on a lot of assumptions. For example, it leaves out spoilage of food. However, if the assumptions are right, it's an accurate method.

6. Main point of III: Slaves ate enough calories and had a nutritious diet.

7. Main point of IV: Historians F and G are wrong. Slaves were not well fed (but he/she agrees slaves were well fed in terms of calories).

8. Arguments in IV:

   A. Foods mentioned - valid point. Historians F and G did not prove slaves ate a wide variety of foods with this point. They need more evidence.

   B. Conversion tables - good point. It may not be important, but F and G should have been more careful about employing those tables.

   C. Plantation sample - not sure. A small sample can be valid if carefully done. If slaves were better fed on larger plantations, then the figures are too large.

   D. Food fed to animals - may be a good criticism, but he has only a few facts to back up his contentions, also.

9. Monotonous - pretty good argument, but there are some weaknesses, as we'll see in answers 12, 13, and 14.

10. Does not disprove - Historian H supports the theory that slaves ate a lot of calories.

11. Well, it sounds good, but maybe there is a plausible answer. Maybe owners didn't realize it would cost less to feed their slaves the other diet, or maybe other factors were more important. Maybe owners didn't operate purely by economic motives.

12. Very good. It seems to destroy Historian H's argument.

13. Pretty convincing. The evidence has some weaknesses, but it is nevertheless to be considered. Common sense tells us that slaves probably ate other foods and that owners knew this.

S-3B ANSWER KEY

14. Opinion. Pretty well. They seem to have reduced Historian H's attack to insignificance.

15. C. In fact, it reasons from effect (diseases) to cause (poor diet).

16. The four nutrients they name cannot be attributed just to diet. The relevant information is important here. Slaves had physical problems which caused two of the deficiencies. From relevant information #8, it seems they are wrong about magnesium. If slaves ate a lot of molasses (as argued in V), then relevant information #12 shows that they are probably wrong about iron. Thus, none of the slave diseases can be attributed directly to slave diet alone.

    Thus this view probably does not weaken Historian F and G's view much.

17. Well, it's up in the air. However, their point that clay eaters fed with these nutrients stop eating the clay is an important one. If this was done repeatedly and the researchers were careful to eliminate other variables, then it would show a strong correlation between clay eating and diet.

18. They cut down from generalizing for millions of slaves over hundreds of years. See S-3A answer key for question 14 for more on this.

19. Conclusion - Slaves were well fed in calories and nutrients. This supports Historians F and G.

20. Skills - medical knowledge (diseases); nutritional knowledge; conversion to food production; types of crops and animals; climate; archaeology; use of statistics and mathematical formulas; knowledge of the South and plantation life; farming; knowledge of black (African) culture and background; research skills; skills in asking questions, making inferences, drawing conclusions and so forth.

21. Hypothesis (calories) - slaves were well fed. Reasonably certain (but not completely) of this because no one is challenging it.

22. Hypothesis (nutrients) - slaves were well fed in terms of nutrients. Less certain than with calories. There is still disagreement, but at this point Historians F, G, K, L, and M seem to have a stronger case. On the other hand, Historian H needs a new counterargument or he's lost, and Historians I and J haven't disprove much of what F and G contended.

    However, new interpretations and new evidence could arise at any time, overturnin this situation.

23. Possible answers: The topic is too large for one historian. Get more ideas and perspectives involved in the research.

24. Opinion. Closer? There are some points on which we generally agree. The different interpretations have offered new insights.

25. Is history objective? It is in some ways. It uses evidence (unlike literature) and sound reasoning, but not on repeatable tests (as in science).

26. Does history have standards? There are standards. They are shown in the debates and review articles in historical journals. Historians are frequently critical of each other for poor sampling, weak evidence, etc.

27. Opinion.

S-4A SLAVERY

LESSON PLAN

I. Purpose of the Lesson:

A. To develop students' critical thinking skills as shown on the chart on page 77 of the teacher's guide.

B. To show students how footnotes are used to support arguments.

C. To make students consider philosophical questions about the use of computers in the study of history.

II. Student Preparation for the Lesson:

A. Students should have done some previous work on types of reasoning, evaluating evidence, and fallacies. There are introductory lessons on these skills.

B. It is not necessary that students know a lot about slavery in the U. S., but they will understand the readings better if they do have some knowledge of slavery. Also, it might be a good idea to briefly discuss concentration camps in Germany.

III. Introducing the Lesson:

A. Read the excerpt from Uncle Tom's Cabin or have students read it. (This excerpt is in the source envelope.) You could also read to students an excerpt from Gone With the Wind, for instance from pages 22-3, 51, and 68 (these pages deal with the relationship between the O'Haras and their slaves). Ask students what picture the reading or readings paint of slavery. Were the students influenced by the readings? Should they have been influenced by the readings?

These questions could lead to a discussion of the reliability of novels versus the reliability of historical works. One test of excellence for a novel is whether it is plausible. An important question is, could it have happened this way? Historical works are subjected to a different question, which is: Did it happen this way? As such, historical works must meet standards of excellence in the use and interpretation of evidence. If a historical novel (such as Roots) influences our views about history, should it be subjected to standards of historical criticism? The issue of how to evaluate historical novels is dealt with in more detail in a lesson on The Jungle (lesson P-1) in Booklet 3.

Once the class has discussed the reliability of literature in making arguments about historical topics, write the central question on the blackboard: "How have historians viewed slavery in the U.S.?"

OR

B. Start with the viewpoints (Historian A).

LESSON PLAN

IV. Lesson Options:

A. Introduce the lesson as in "A" above, have students read Historian A and fill in the worksheet, then read Historian B and fill in the worksheet, and then discuss the answers as a class.

B. If you have not dealt with a particular skill which is found on the worksheets, then have students skip those, or make up a shorter worksheet, deleting those questions.

C. Same as Option A, but have students discuss in small groups before going over answers as a class.

D. Introduce as above, have students read both historians and decide which viewpoint is stronger and why. Each student is to write two strengths of the historian he/she selects as stronger, and two weaknesses of the historian he/she does not pick as stronger. Have the students discuss the strengths and weaknesses of the two viewpoints, first in small groups and then as a class.

E. Have the students read the two viewpoints and decide which is stronger. Then discuss why they picked one viewpoint over the other.

F. Have students read the two viewpoints and analyze them according to MARKER. (This analysis model is explained on page 43 of the teacher's guide, and pages 21-22 of the student booklet.)

V. Altering the Lesson:

A. Level of the lesson - aimed at average senior high school students. If students have previously done a lot of work with critical thinking skills, then the lesson could be used with below-average senior high school students.

B. Making the lesson less difficult - Do Historian A only, and have students answer only questions 1, 2, 3, and 5 from the worksheet on Historian A. Or you could make some of the points in the reading clearer by discussing them in advance. For example, you could discuss what a concentration camp was and what it might have been like.

C. Making the lesson more challenging - Use lesson option F above. This has the advantage of forcing students to use a more sophisticated and difficult form of analysis (less of the work is done for them than is done in the worksheets) but on readings with a less challenging vocabulary than in S-4B. Or, you could do S-4B instead.

VI. Troubleshooting:

A. The subject matter involved in the two readings is interesting, but the worksheets involve a detailed analysis. At some point students may tire of this type of exercise. Thus, discussing each point on the worksheet may not be a good idea. Rather, decide which questions are worth a discussion, discuss those, and give only a short answer to the others. If some students question answers to these other questions, tell them that those same type of questions will be focused on in later lessons at which time they will be explained, or tell the students that you'll discuss the answers with them after class.

VI. Troubleshooting:

B. There are a lot of skills dealt with in this lesson. Some students may feel overwhelmed in trying to learn so many skills. It might be better for you to focus on only one or two skills.

S-4A SLAVERY

ANSWER KEY

Historian A:

1. A

2. By looking at the publication date one can infer that this is a primary source (he was writing during slavery), although a quote from the slave code would have been more direct.

3. Footnote #3:

   P - Secondary
   R - No reason to distort
   O - No other evidence supporting it
   P - Public

   This is weak evidence, because it is secondary. The author says "there is a lot of evidence . . . ." but we see only a high school textbook for support.

4. Reasoning:

Sentence	Type of Reasoning	Key Question	How strong
III	Debating	Weaken the other view?	Historian A doesn't attack their view. goes on with his ow view.
IV	Comparison	Are the two cases sufficiently similar?	There are some important differenc between concentrati camps and slavery.
XII	Proof or Sample	Does the evidence prove it? Is the sample large and representative?	No. See the evaluation for foot 3 in the answer to question 3. We don't know, sinc no cases are offere

5. B. In sentences V and VI Historian A says that slaveowners in the U. S. had more control over their slaves and implies that they beat their slaves more often.

6. Opinions will vary. Hopefully, students will recognize some of the weaknesses in the argument, however.

Historian B:

7. B

8. Types of reasoning:
   A. Sentences II-IV - Debating
   B. Sentence V - Sample ("generally")
   C. Sentence XII - Comparison (compares slave housing to free housing).

S-4A SLAVERY

ANSWER KEY

Historian B:

9. Look at the footnotes:

   A. What records did Historian B look at to calculate these percentages? How were the calculations made?

   B. No. It shows free worker housing in slums, which may have been unrepresentative of all free worker housing. Also, urban housing may have been smaller in general (because there was less need for large dwellings than in rural areas) than rural housing--so what does this fact prove?

   C. Barrow Plantation may be unrepresentative of the South in general. Also, 80 whippings per year may indicate a high level of brutality, rather than restraint.

   D. Unfair comparison. The South has a longer year, and a longer period of daylight each day. Slaves may have had more output per year than free farm workers because slaves worked more.

10. B The historian argues that slaves were worse off as freedmen; therefore, slavery was good for them in some respects. Actually, it may have been the slavery which caused the problems for blacks as freedmen.

11. D Were students swayed to this point of view because the author used computers?

12. Given the value positions involved in history and the incomplete nature of evidence, many historians question whether history could ever be scientifically objective (even using computers).

13. C Do historians really say that slaveowners relied on the whip alone for discipline?

14. Opinion. Again, students will hopefully point out the weaknesses of this viewpoint. Were students influenced to agree with this view because the author used computers?

S-4B SLAVERY

LESSON PLAN

I. Purpose of the Lesson:

A. To develop students' critical thinking skills as shown on the chart on page 77 of the teachers' guide.

B. To make students consider philosophical questions about the degree of truth that can be attained in history as compared to literature or other disciplines, and how the search for truth is affected by the use of computers.

II. Student Preparation for the Lesson:

See S-4A "Student Preparation."

III. Introducing the Lesson:

See S-4A "Introducing". It is recommended that "Introducing", Option A (readings from literature) be used.

IV. Lesson Options:

A. Introduce, have students read Historian A, fill in the worksheet, and discuss as a class. Then repeat for Historian B and Historian C.

B. Same as Option A, but have students discuss in small groups before discussing as a class.

C. Same as Option A, but have students read all three historians and fill in the worksheets (ie., for homework) before discussing as a class.

D. Have students read the three viewpoints, decide which is strongest and write two reasons why. Then discuss as a class.

E. Have students read the three viewpoints and analyze one (or more) of them according to MARKER. You could divide the class into three groups and assign students in each group to analyze one viewpoint. (The analysis model is explained on page 43 of the Teacher's Guide, and pages 21-22 of the student booklet.)

F. Have students debate which viewpoint is strongest and why. Tell the students to focus some of their attention on the weaknesses of the other two viewpoints.

V. Altering the Lesson:

A. Level of the lesson - aimed at above-average senior high school students.

B. Making the lesson less difficult - do S-4A instead.

C. Making the lesson more challenging - have the students write a historiographical review article on the three viewpoints on slavery. A review article could be obtained from Reviews in American History as an example. The elements of a review article could be discussed as a class and listed

V. Altering the Lesson:

C. (continued) on the blackboard. Then students could write their reviews using the same format.

VI. Troubleshooting:

See S-4A "Troubleshooting."

S-4B SLAVERY

ANSWER KEY

Historian A:

1. Main point: (Possible answers)

   - Slavery in the U.S. was a brutal institution which crushed the personalities of slaves.

   - The closed system of slavery in the U.S., with its complete power to the slaveowner, caused the docile personalities among slaves.

2. Paragraph 2:

   Reasoning: Comparison

   Question: Are the two cases sufficiently different (in this sample) to justify the conclusion?

   How Well: The relevant information shows that Latin American slavery was not so different (not so much more humane) from slavery in the U.S. This is a weak comparison.

3. Paragraph 12:

   Hopefully students will immediately recognize this as a comparison and will question whether U.S. slavery is really similar to a Concentration Camp.

4. Paragraph 8:

   Negative proof (p.18 in the "Guide"). The lack of evidence does point in the direction of no Samboes, but we must be careful about accepting "a lack of evidence" for proof.

5. Sambo in paragraph 7:

   The key here is to look at the evidence in footnote 17. The evidence is a secondary source. We should insist on better evidence before we accept this argument.

   Another way to evaluate the argument is by asking how good the sample is to support the generalization. We have no evidence that any sample was done. How many slaves actually exhibited the Sambo personality?

6. Evaluate evidence:

   Did the students evaluate it according to PROP or other specific criteria, or did they make some vague comments?

S-4B SLAVERY

ANSWER KEY

Historian A:

7. Overall evidence:

Many of the sources are secondary. It might be a good idea to talk with students about how to figure out if evidence is primary or secondary. Tell them to look at footnote 4. How do they know if it is primary or secondary? (Look at date of publication.) Go into more detail (editor, reprint date, etc.) if necessary.

Historian B:

8. Main point: (Possible answers)

- Historian A is wrong; slavery in the U.S. did not totally crush the personalities of slaves.
- Slavery in the U.S. was often cruel, but slaves were able to resist it and maintain strong personalities and a sense of community.

9. E. Point out that this is something which historians do regularly.

10. Which statements support the view that slaves had minds of their own? (Put a check on the line.)

A. X

B. X

C. This is difficult to tell. Is frequent flogging a sign of a will to resist rules (as Historian B argues), or a sign of the total domination and brutality of slaveowners? The author has not identified the cause of the whippings. This could be a Post Hoc fallacy (refer students to pages 17-18 in their "Guide.")

D. No. The author is obligated to overcome this contrary evidence. This is dealt with in question #11.

11. There are many possible factors which could cause something to happen in one place (more slave revolts in Latin America) but not in another (fewer slave revolts in the U.S.). Unlike science, it is impossible to separate the factors in history and study them separately to prove which is the key factor. Moreover, Historian B does not give us any evidence that the low probability of success was the deciding factor in keeping down the number of revolts in the U. S.

12. Reasoning in paragraph 14:

Reasoning: Sample

Key Question: How representative is the sample?

How Well Answered: Though it is only six counties from three states, it might still be representative. Were the counties picked randomly? Otherwise, it might be Special Pleading. The author does not tell us what the time period is for the marriage certificates. If it is a short time period, the sample wouldn't be representative over time.

S-4B SLAVERY

ANSWER KEY

Historian B:

13. Most are primary sources. Explain to students how they can tell (see the answer for question #7).

14. Evaluate evidence (cue to use PROP, if necessary):

    A. Footnote 2:

    P - Primary
    R - It is possible that the captain of a slave ship, in order to explain the loss of slaves or cargo, might say that there were mutinees, when there were none. It doesn't seem likely that a captain would lie about this, however, since it might show a lack of control by him.
    O - 55 reports corroborate each other.
    P - Public, so some reason to distort, as above.

    B. Footnote 29:

    P - Primary
    R - He might have reason to distort to make himself and his fellow slaves look better.
    O - No corroborating evidence
    P - Public - it's a book.

Historian C:

15. Main point: (Possible answers)

    - While slavery was evil in depriving slaves of their freedom, it generally treated slaves well.

    - Other historians have been wrong in exaggerating the bad aspects of slavery. Slavery was not bad in its treatment of slaves.

16. E. "The accepted view...."

17. Paragraph 3:

    A. Debating

    B. Possible false assumption. Can history be scientifically objective? Historians disagree on this question.

    C. Fallacy. Numbers

18. It's a small sample. We need more evidence than this.

19. Special Pleading. Historian C seems to have chosen the highest possible estimate of slave life expectancy.

Historian C:

20. Assumption in paragraph 12:

All members of slave families were owned by the same master. (If they were not owned by the same master, then movement of one master would break up the family.)

21. The sample is too small. It is only one county to represent the whole South. Moreover, it only samples the years 1820 to 1840 to represent the whole time period from the start of slavery up to the Civil War.

22. Anne Arundel County is not a typical county. Many slaves sold out of this county would not have been recorded on the county records (but rather on the records of Washington and Baltimore). So the 1.92% slave sales is probably too low.

23. Paragraph 17:

Reasoning Type: Debating

Key Question: Is it a fair attack on the other viewpoints?

How Well Answered: Straw Man fallacy. (Have students look this up in their "Guides" if they didn't get it.)

24. Footnote 14:

Did students look at the relevant information without any cue to do so? The problem is that this parish (county) is not typical. There might be a higher percentage of skilled workers because of the coopers.

25. Paragraph 18:

There are at least two things which are possibly wrong:

1. One plantation to represent the whole South is an unrepresentative sample.
2. 0.7 whippings per slave per year may actually show extreme brutality. A slave on this plantation may have seen more than 50 whippings per year. Considering that whippings could be fatal and were often public, they could send a brutal message.

26. Paragraph 20:

Reasoning type: Comparison (analogy)

Key Question: Are the two cases similar enough to justify the conclusion?

How Well Answered: They are not similar enough. The South has a longer growing season (output per year is not usually used to measure efficiency) and has more crops to select from to grow, so enjoys a comparative advantage. Moreover, slaves worked longer days than Northern farmers.

27. Attacking the arguer

Overall:

28. Opinion. Ask students for their reasons.

CIVIL WAR

CW-1A CIVIL WAR

LESSON PLAN

I. Purpose of the Lesson:

To develop students' critical thinking skills as shown on the chart on page 77 of the teacher's guide.

II. Student Preparation for the Lesson:

Students should have done some work on evidence.

III. Introducing the Lesson:

A. The teacher could ask students whether the South chose war in 1861 or whether they were maneuvered into it by the North. Eventually, someone should suggest the bombing of Fort Sumter as an argument. Then have students look at the worksheet in the booklet.

OR

B. Have students fill in the worksheet.

OR

C. Ask students if an upcoming movie which they haven't seen is going to be a good one. How do they know?

IV. Lesson Options:

Students answer the questions on the worksheet and the class goes over the answers. If the worksheet was assigned for homework, the whole lesson could be done in a few minutes by writing the answers on the blackboard.

V. Altering the Lesson:

A. Level of the lesson - aimed at below-average senior high school students.

B. Making the lesson more challenging - do CW-1B instead.

VI. Troubleshooting:

Some students may say that you are accusing President Lincoln of lying. Point out that he might not have been telling everything--we don't know at this point. We can assume that he is not lying, but we wouldn't want to make any conclusions without getting some more evidence. Use an analogy to make it clearer. If the principal asked me if I were a good teacher and I said yes, should he believe me? Does it mean I'm lying? No, he just needs more evidence.

CW-1A CIVIL WAR

ANSWER KEY

A. Movie:

1. E for evidence, H for historian:

   a. H. You're forming judgments based on evidence.

   b. H or E. It depends on how you look at it. George is a historian in that he is summarizing other evidence and making a conclusion. On the other hand, he can be considered a secondary source.

   c. E

   d. E

2. Analyze Roger's statement:

   a. No obvious reason to distort.

   b. Yes, primary source - he saw the movie.

   c. No, not public. Telling a friend something is not the same as giving a speech or telling a group.

   d. Yes, the movie review.

   e. Overall, this is strong evidence, especially since Roger has been a good critic for you in the past. The one weakness is that there is only Roger and the movie review to go by. You might want to ask another friend or two (if you have that many friends).

B. Fort Sumter:

3. B

4. Analyze the evidence:

   a. Yes, Lincoln has a reason to distort. He wouldn't want to make it look like he is provoking the South. This doesn't mean that Lincoln was provoking the South--it means if he was provoking the South, he might not say so.

b. Yes, it was a public statement. This makes it more likely that Lincoln might distort something.

c. Yes it is primary.

d. No, no other evidence supporting Lincoln's statement.

e. Overall, this evidence is not too strong. A historian would want to get other evidence, especially private statements or documents, to compare to this statement.

CW-1B CIVIL WAR

LESSON PLAN

I. Purpose of the Lesson:

To develop students' critical thinking skills as shown on the chart on page 77 of the teacher's guide.

II. Student Preparation for the Lesson:

Students should have done some work on conclusions and fallacies.

III. Introducing the Lesson:

See CW-1A "Introducing," A or B.

IV. Lesson Options:

See CW-1A "Lesson Options."

V. Altering the Lesson:

A. Level of the lesson - aimed at average senior high school students.

B. Making the lesson less difficult - go over some of the fallacies in the "Guide" with the class before having them answer the questions. Or, do CW-1A instead.

VI. Troubleshooting:

There may be some disagreement about the conclusions. Listen to their answers, explain yours, but don't spend a lot of time arguing.

CW-1B CIVIL WAR

ANSWER KEY

Historian A:

1. Possible conclusions:

   - Lincoln used Fort Sumter to maneuver the Confederates into firing first or backing down.

   - The Confederates had no choice but to attack Fort Sumter.

2. D. Either they could attack the Fort or back down. Actually, as Historian B points out, maybe the Southerners could have stopped the supply ships.

3. Possible conclusions:

   - The Southerners chose war by attacking Fort Sumter.

   - Lincoln did not maneuver the Southerners into war; the Southerners chose war.

4. B or E. The author says, "If Lincoln had backed down . . ." We don't know that the Southerners would have attacked Fort Pickens. Still, the author offers an explanation of why this would have been likely.

5. Opinion. Ask students for their reasons. Both viewpoints have weaknesses.

CW-2A CIVIL WAR

LESSON PLAN

I. Purpose of the Lesson:

A. To develop students' critical thinking skills, as shown on the chart on page 77 of the teacher's guide.

B. To give students an overview of some of the causes of the Civil War.

C. To show students that information can be organized by historians to form a theory.

II. Student Preparation for the Lesson:

A. Students will have a better understanding of the arguments if they know something about the causes of the Civil War.

B. Students should have done some previous work on the skills to be developed in this lesson. The skills are shown on the chart on page 77 of the teacher's guide.

III. Introducing the Lesson:

A. Tell the students:

"Suppose a fight broke out between some sixth-graders and seventh-graders. What would you want to know about the situation? About the groups?"

Discuss their answers.

Write on the blackboard:

"What caused the North and South to fight, rather than talk, about their disagreements?"

OR

B. No separate introduction. Start with the readings.

IV. Lesson Options:

A. Introduce the lesson, have students read Historian A and answer the questions on the worksheet for Historian A. Discuss as a class.

B. Discuss Historian A's argument without using the worksheet.

C. Same as option A, but do for Historian B, also.

D. Have students discuss their answers in groups before discussing as a class.

CW-2A CIVIL WAR

LESSON PLAN

V. Altering the Lesson:

A. Level of the Lesson - aimed at below-average to average senior high school students.

B. Making the lesson less difficult - do Historian A only. This reading is more easily understood. Also, you should use the suggestion for introducing the lesson (letter A) or some other familiar example. This will start the lesson on a more concrete level.

C. Making the lesson more challenging - do CW-2B instead. Or you could use lesson option B within this lesson.

VI. Troubleshooting:

Questions 5, 10, and 14 may result in some differences of opinion among the students. Refer them back to the introductory examples on types of reasoning (IN-7 on pp. 65-66 in the Teacher's Guide) to help them understand better.

CW-2A CIVIL WAR

ANSWER KEY

HISTORIAN A:

1. D

2. C

3. C The book is a written document. We can check on this, since we have the source. See pages 2-4 in the student booklet for an explanation on evidence versus factual information.

4. Factual information:
   A. Garrison burned a copy of the Constitution.
   B. Lincoln elected in 1860.

5. B "Many" indicates a soft generalization--part of the group of all Northerners.

6. B The information tends to show that abolitionists were not that significant in the North.

7. A The information tends to show that as Historian A argues, Southerners really wouldn't talk with abolitionists.

8. Make the students support their answers.

HISTORIAN B:

9. B

10. E "Some historians say. . ."

11. Get the students' reasons for their choices. B or A seem best. Discuss how else the political situation could be explained (Northerners wanted to do away with slavery, but not as strongly as they wanted peace.). You might want to discuss the assumption which Historian B makes in this first paragraph (political leaders always express the viewpoints of their constituents).

12. D "Lincoln stated . . ." This can be evaluated as evidence.

13. List factual information:
    A. Missouri Compromise
    B. Compromise of 1850
    C. Kansas-Nebraska Act
    D. Dred Scott Case
    E. Election of 1860
    F. Lincoln-Douglas Debates

    The purpose of this question is to get students to see how factual information can be organized and used by a historian to support a particular point of view. These could be considered evidence since they are written down, and it would be easy to find the actual phrasing of the document. You might want to discuss this with the students.

14. B or C. It is a sample because it could be rephrased as "All Northerners," or "Most Northerners." It is also cause and effect because it is an effect of the Dred Scott decision.

ANSWER KEY

15. Hopefully, students will remember to use the key question for the type of reasoning they used in question 14. So, answers might be something like:

    - How many Northerners were outraged? How many did Historian B check on? How representative was his sample?

    - What evidence is there that Northern outrage at that time was due to the Dred Scott decision?

16. D How angry is angry?

17. B Judges as poor, weak.

19. Opinion. Have them support their positions. Historian B seems stronger, because he has more evidence to support his view, and because he provides reasoning which tends to disprove Historian A's thesis.

CW-2B CIVIL WAR

LESSON PLAN

I. Purpose of the Lesson:

A. To develop students' critical thinking skills, as shown on the chart on page 77 of the teacher's guide.

B. To have students deal with some philosophical questions regarding both history and the inevitability of war.

II. Student Preparation for the Lesson:

See CW-2A "Student Preparation."

III. Introducing the Lesson:

A. Read or have students fill in the worksheet on Thucydides. This worksheet should lead to a discussion of the philosophy of history. Many of the issues raised will relate to the causes of the Civil War.

OR

B. Start with the discussion questions, "What were the causes of the Civil War?" and "What was the main cause of the Civil War?"

OR

C. No special introduction. Start with the readings.

IV. Lesson Options:

A. Introduce the lesson, have students read the viewpoints, and answer the questions on the worksheets. Have students discuss in small groups, and then discuss the answers as a class.

B. Same as option A, but skip the small group step.

C. Same as option A, but only do one or two of the historians and their worksheets, instead of all four.

D. Instead of filling in the worksheets, have the students analyze the viewpoints according to MARKER. The answer key for the worksheets will provide answers to most of this type of analysis. (The MARKER model is explained on page 43 of the Teacher's Guide and pages 21-22 of the student booklet.)

E. Have the students read the viewpoints and ask them to write down which viewpoint is strongest and why. Then have a discussion of the strengths and weaknesses of each viewpoint.

F. Divide the class into four groups, each group assigned to defend one of the viewpoints in a debate.

LESSON PLAN

V. Altering the Lesson:

A. Level of the lesson - aimed at above-average senior high school students.

B. Making the lesson less difficult - skip some of the more abstract questions (such as question #29), do only Historians A and B, or do CW-2A instead.

C. Making the lesson more challenging - do lesson option D. You could also have students write an essay in which they critically analyze one of the historical viewpoints. A third idea is to have students find evidence to better assess the interpretations. For example, have students find evidence to answer the question: How profitable was slavery?

VI. Troubleshooting:

One possible problem with this lesson is its length. It would take a long time to discuss every question on the worksheet. Students may tire of such a detailed analysis. You can avoid the problem by deciding in advance which items you want to discuss as a class. The other items could be discussed by students in small groups, and you could simply post those answers (with a short explanation, possibly) on the blackboard, a handout, or an overhead. Students who don't understand the answers could be encouraged to come at some other time for an explanation.

CW-2B CIVIL WAR

ANSWER KEY

THUCYDIDES WORKSHEET

A. What Thucydides might have agreed with:

1. Yes

2. No. This is more the view of Herodotus who believed that Nemesis caused misfortune and failure to descend on humans.

3. Yes

4. It's hard to tell from this reading. Thucydides uses the term inevitable, but it means that after a certain point, or because of a certain cause, war was inevitable.

5. Yes. This, again, shows the contrast between Thucydides' views of causation and the external or mythical causes for events which Herodotus believed.

B. Agree with Thucydides' view?

This could bring about an interesting discussion of philosophical issues related to the causes of the Civil War.

CW-2B CIVIL WAR

ANSWER KEY

HISTORIAN A:

1. Main point: The main cause of the Civil War was the moral issue concerning slavery.

2. Possible value words (There will be some differences. Don't argue, but rather keep asking "Does this word make a judgment?" In this way, students will get the idea of value words.):

   fanatical, immoral (Garrison's word, not Historian A's), alleged, outraged, divisive.

3. Sample

4. Evidence:

   - Garrison said (implied) "an agreement with hell" (statement by a witness).

   - *Uncle Tom's Cabin* (written document).

   - The other examples are pieces of factual information, since no source is given.

5. Relevant Information:

   - Items #2, 4, 7, and 8 tend to show that the abolitionists were not a very important force in the North, and it thus tends to weaken Historian A's theory.

   - Items #5 and 6 tend to support Historian A's theory. #5 shows that radical abolitionist ideas may have had wide influence in the North. #6 shows an uncompromising attitude on the part of the South.

6. Central questions:

   Answers will vary. One important question is how large a percentage of the Northern population (and how important they were) was in favor of abolition of slavery. (The key question for sample reasoning.) Another question is how the differences in viewpoint over slavery actually caused bitterness, lack of compromise, and war. What's the connection between the cause and the effect? Historian A doesn't show us.

   Did students think of the key questions in dealing with this question?

HISTORIAN B:

7. Main point: Economic differences between the North and South were the main cause of the Civil War.

   (Notice that a subargument of this view is that the political struggle over western territories was an important factor leading to the War, but important only because of the economic differences between the North and South.)

HISTORIAN B (continued):

8. Assumption in sentence XII:

Restating the argument:

Premise - Liberty Party proposed abolition and got few votes.

Assumption - ?

Conclusion - Therefore, few people were interested in the abolition of slavery.

By combining the two sentences and stating the combination in a general way, we get:

Assumption: When a political party proposes something but gets few votes, the voters must not be very interested in that issue.

This assumption is questionable. Maybe the party ran poor candidates, or maybe the party was poorly organized—there is more to doing well in elections than taking popular stands on issues. Maybe voters didn't want to "waste" their votes on a third party.

We need more evidence that the Liberty Party's poor standing was due to its position on slavery.

9. Reasoning in sentences IX-XIV:

Debating.

Key Question: Does he give good reasons for weakening the other argument?

Evaluation: This paragraph does make one wonder how important slavery was as a cause of the Civil War. As shown in the answer to question 8, more evidence needs to be presented to be more damaging, but as it is, this paragraph makes one question Historian A's thesis.

Did students think of the key question for debating?

10. C. If students give different answers, ask them why they chose them. This reasoning may not be a fallacy, and, in fact, seems pretty reasonable. However, more explanation is needed. For example, the Kansas-Nebraska Act comes out as more complicated than just a pro-Southern bill.

11. Evidence:

Sentence XIII - "Lincoln said . . ."

Historian B needs more evidence.

12. Relevant information:

Item #3 weakens Historian B's argument. 182

CW-2B CIVIL WAR

ANSWER KEY

HISTORIAN C:

13. Main point: A blundering generation led the U.S. into a needless Civil War. It had no sufficient cause.

14. Debating

15. Sample or Proof. No decisions identified as blunders are presented anywhere in Historian C's argument. Thus, it is a very poor sample or a proof argument with no proof.

16. Eliminating alternatives:

Paragraph 3: It wasn't economic differences.

Paragraph 4: It wasn't differences in culture.

Paragraph 5: It wasn't the tariff.

Paragraph 6: It wasn't slavery.

Paragraph 7: It wasn't the expansion of slavery.

17. Comparison

There are some important differences in size and location between the U.S. and the European countries listed.

18. There is no evidence to prove that slavery was declining.

19. A - stupid; misinterpretations.

F - The other historians didn't say that there must be war when these factors are present. They said that there had to be a war in 1861 with all these factors present in the way that they were present. It was the type of economic competition or the sectional differences which made the War inevitable.

20. Relevant Information:

Item #3 supports Historian B's argument in sentences XIII-XIV.

HISTORIAN D:

21. Main point - The moral issue of slavery was the main cause, and sufficient reason, for the Civil War.

(Point out to students that this viewpoint is basically the same as Historian A's thesis. Historians sometimes revive and add fresh arguments to older interpretations.)

22. Debating

CW-2B CIVIL WAR

ANSWER KEY

HISTORIAN D (continued):

23. Types of reasoning:
    A. Sentence VIII - Comparison. The differences between Naziism and slavery are significant. Nazis attacked and killed other peoples, which led to opposition.

    B. Sentence XV - Sample. No evidence is presented to show the size of the sample. One interesting point to note is that even non-slaveholding whites defended slavery.

24. It supports Historian C. It may be, as Historian D asserts, that slaveholders would not have conceded anyway. However, it is hard to see how they could continue a system for long which did not bring a profit.

    Point out to students that the profitability of slavery is open to question, and thus has been a topic for study by historians.

25. Some words which make value judgments.

    - evil
    - fanatics
    - believer in democracy
    - abiding values of man
    - good reasons
    - wanton
    - innocent

26. A. Historian D attacks the Revisionists as being insensitive to moral issues.

27. Comparison. The two cases are different in some important ways. The differences in how evil the two institutions were may have called for forceful intervention (involving bloodshed) in one case (against the Nazis) but not in the other (against the slaveholders). There are differences of opinion about it.

GENERAL:

28. Historian C, 1940 - The U.S. was considering whether to get involved in World War II. Historian C looked back at the Civil War and said that we didn't need to get involved.

    Historian D, 1949 - It was right for the U.S. to get involved in World War II. Moral necessity forced us to fight.

    Point out the differences in interpretation at different times. The past gets interpreted through the present. Present-day issues influence both the questions we ask about the past and the answers we arrive at.

29. This question deals with the philosophy of history of the various historians. You should be more concerned with how students arrived at their answers than with right or wrong answers. After you explain several of these, many students will understand how to do it.

    Some possible answers:

    Historian A B (values of freedom and equality, for example.)
    A (William Lloyd Garrison, for example.)

CW-2B CIVIL WAR

ANSWER KEY

GENERAL:

29. (continued)

Historian B	C (Economic differences between the North and South. This viewpoint was originally written by Charles Beard, who believed many historical events--such as the writing of the Constitution--were determined by economics. Point out that some historians are economic determinists, and many others feel economics is an important factor in events.)
	D (The South tried to protect itself through the political system.)
Historian C	A (Poor decisions by individual leaders.)
	D (A breakdown of the political system led to a needless war.)
Historian D	A (Moral issues necessitated action by people.)

CW-3 CIVIL WAR

LESSON PLAN

I. Purpose of the Lesson:

A. To develop students' critical thinking skills, as shown on the chart on page 77 of the teacher's guide.

B. To teach students that history is a process. As new information becomes available, viewpoints are reinterpreted.

II. Student Preparation for the Lesson:

Students will need some knowledge of the Civil War and the time period in general.

III. Introducing the Lesson:

A. Ask the students to tell you a very important presidential decision made in American history. After you get a response, ask the class what considerations probably influenced the president's decision in this case. (If you don't get an answer, pick a decision yourself, such as the quarantine of Cuba during the Missile Crisis.)

Write the question on the blackboard:

"What factors influence presidential (or political) decisions?"

OR

B. No special introduction. Start with the relevant information.

IV. Lesson Options:

A. Introduce the lesson, have the students read the relevant information and the problems, and then answer the questions on the worksheets.

B. Don't use the worksheets, but rather have the students read the relevant information and the problems. Then discuss as a class which of the historians' viewpoints is strongest. Make students explain their answers. This option has the advantages of being less structured and of taking less time.

C. Same as option B, but have students decide in small groups which viewpoints are strongest.

V. Altering the Lesson:

A. Level of the lesson - this is a difficult lesson because of the number of variables that the student has to keep in his/her head to answer the questions correctly, and because the vocabulary and concepts are difficult. It is aimed at above-average senior high school students.

V. Altering the Lesson (continued):

B. Making the lesson less difficult - use the worksheet as in lesson option A. Also, you could cue the students as to which relevant information is relevant to each viewpoint. For example, you could tell the students that for problem A, relevant information d, g, h, and j are related to Historian A's viewpoint. (This comes from the answer key.)

C. Making the lesson more challenging - have the students write three historical viewpoints from the relevant information on why Lincoln waited so long to issue the Emancipation Proclamation. Then have students exchange their interpretations and decide which of the three viewpoints is strongest and why.

VI. Troubleshooting:

Make sure your class is capable of dealing with this problem. Some of the weaker students may find it difficult to understand and may become frustrated. Assistance from you or group work may alleviate the problem.

CW-3 CIVIL WAR

ANSWER KEY

PROBLEM A - Emancipation Proclamation

1. Strengths and weaknesses:

Historian	Weaknesses	Strengths
A	g - shows that there weren't that many abolitionists, and that they'd probably side with the North anyway.	j, h - raising morale seems to be important. d - changing the reason for fighting might reduce the high Southern morale.
B	How would the Emancipation Proclamation use industry to the fullest? b - shows that freeing the slaves wouldn't help keep the border states on the Northern side.	Same as for Historian A
C	How would freeing the slaves capitalize on a Northern victory? The historian should show the connection better.	n, r, v - show that freeing the slaves might help keep England neutral.
D		Both of the reasons given make sense, as explained in the strengths for Historians A, B, a C.
E	Freeing the slaves as an act of strategy to help the Northern side would be done to try to neutralize all Southern advantages. Saying that it was to neutralize Southern military leaders doesn't explain anything. p - since England had abolished slavery, the embarassment would be reduced.	Same as strength for Historian C

2. D or C are best. D seems better than C, because the bolstering of Northern morale seems important. Rather than debating with students, ask them to explain their answers. It is when they give their explanations that they will better learn how the various pieces of information fit together.

CW-3 CIVIL WAR

ANSWER KEY

3. C. Now the Battle of Antietem takes on greater significance. Emphasize that as new information is discovered or utilized interpretations change.

4. The information which is related to classes and class differences is k, r, and v. Information related to economics is a and o. You might want to discuss how a historian's frame of reference influences his/her interpretations of the past.

5. Possible answer:

   Political leaders often consider the international effects of internal policies. For example, President Lincoln was influenced in his decision to issue the Emancipation Proclamation by the effect of the policy on Europe. Lincoln freed the slaves partly to keep England and France neutral, since both countries would have found it difficult to support a society fighting to protect slavery.

PROBLEM B - England and the South:

6. Strengths and weaknesses:

Historian	Weaknesses	Strengths
A	-	Not wanting to side with a loser makes sense. f - shows North won. n, p, v show that slavery was unpopular with many. c - shows unpopular wars are hard to fight.
B	k - shows monarchies usually oppose rebellions.	r - shows aristocrats sympathized with the South. Again, not wanting to side with a loser makes sense, and Northern industry is shown to be stronger (e).
C	How did the historian determine that England needed Northern wheat more than Southern cotton? The low Northern morale might as easily show why England would want to intervene (the South could win).	The low British unemployment rate may have slowed Britain from siding with the South. (Britain was doing fine without war.)
D	a - shows England did need cotton and i shows England may have needed the cotton badly enough to build ships for the South (thereby antagonizing the North). Winning a battle might just as easily have brought England into the war.	Same as strengths for Historian A.

ANSWER KEY

7. A is better than B, because it includes the Emancipation Proclamation and explains why this cause is important.

8. Possible assessment:

   This generalization seems to apply very well to the case of England not siding with the South. Public opinion in England on the issue of slavery seems to have been a significant factor in the decision to not take sides in the Civil War.

TEST QUESTIONS

Explanation: Test Items

The test questions which follow test students on most of the skills dealt with in the particular unit to which the test applies. The test questions range widely in difficulty, so you may have to rewrite some questions for your students' ability level.

Consider using unused worksheets as test questions, where possible. For test questions for analysis of longer interpretations, consider using viewpoints which you did not analyze as a class.

NEW REPUBLIC

ANSWER KEY - TEST QUESTIONS

Section I:

A. 1. B
2. A Reasons = causes.

3. E

4. B

5. Strength - Clay has no obvious reason to distort.

6. B

B. 7. D

8. D Adams is primary (as a Federalist) and has no reason to distort, since it is a private note which makes his Party look bad.

Section II:

Historian I:

9. Premise: The Alien and Sedition Acts were passed to unite the country.

10. Premise: Something passed to unite the country was passed to help the country.

11. Conclusion: The Alien and Sedition Acts were passed to help the country.

Historian II:

12. Premise: The Alien and Sedition Acts prevented criticism of the Federalists by the Republicans and prevented many Republican supporters from voting.

13. Premise: Something passed which hurts the other political party was passed to help the party which passed it, not to help the country.

14. Conclusion: The Alien and Sedition Acts were passed to help the Federalist Party, not the country.

Section III: Painting

This painting is "Genesee Scenery" by Thomas Cole, reprinted by permission of Jesse Metcalf, Museum of Art, Rhode Island School of Design.

15. Turner thesis - supports. Nature is huge, dominating the puny figures.

16. Transcendentalism - supports. It shows man involved in nature.

17. Neoclassical art - does not support. This is a contemporary, not a classical scene.

18. Romantic art - supports. It emphasizes nature and feeling, not intellect.

NEW REPUBLIC

ANSWER KEY - TEST QUESTIONS

Section IV: Analyze an argument

This is more of a narrative explanation than an argument. Nevertheless, the historian does argue that there were two causes for American prosperity after 1789. The goal here is to have students begin to break down readings rather than to have them evaluate a polemic argument.

POSSIBLE ANSWERS:

M - Main Point

The American economy overcame the disadvantages of independence to do well for two reasons.

R - Reasoning

The most obvious reasoning type is in the second paragraph. It is cause and effect ("two reasons = two causes")

K - Key Question

Is the connection between the cause and the effect shown? The connection should be explained more for both of these causes.

E - Evidence

There is evidence in sentence VII. It is primary, public, and there seems to be no reason to distort. It seems like good evidence.

JACKSON - ANSWER KEY

TEST QUESTIONS

Section I:

Historian A: (Possible answers)

1. Premise: Jackson had no regard for the suffering caused by removing them.

2. Premise: Someone who causes suffering to others and has no regard for that suffering is not right in his actions.

3. Conclusion: So, Jackson was not right in removing the Indians.

Historian B: (Possible answers)

4. Premise: With the Indians in the East, President Jackson could not prevent bloodshed.

5. Premise: Presidents should prevent bloodshed.
(or: Presidents are right when they prevent bloodshed.)

6. Conclusion: So, Jackson was right in moving the Indians.

7. Type of Reasoning: Proof. The historian eliminates alternatives (he couldn't prevent bloodshed with the Indians in the East) to arrive at his conclusion. Some students might argue for sample: Indians and white men are plural, for example.

8. Evaluate: The students should at least remember to ask the key question and make a judgment on how well the historian answers it.

   Proof: Has the historian eliminated all the alternatives? Opinion. I think not. The solution to the problem of bloodshed could have been to move the white men out.

Section II:

A. Middle class children:

9. C (also B)

10. D Maybe, for example, the increased devotion of middle-class mothers to their children caused these women to spend less time on household chores.

11. B

B. Social Reform:

12. D

13. C or B

14. C

JACKSON - ANSWER KEY

TEST QUESTIONS

Section III: Evaluate the argument: (Answers will vary.)

M - Andrew Jackson was correct in preventing the recharter of the U. S. Bank

or

Andrew Jackson provided strong leadership in the Bank War of the 1830's.

A - Leaders who have most of the support of a country on an issue are providing strong leadership.

R - V-IX Proof - The author uses this evidence to show that the U. S. Bank was too powerful. This could also be considered a sample.

K - Does the evidence prove the point? The evidence certainly supports the point. If we look at this as a sample, we might ask if there is evidence left out (special pleading) which shows that the U.S. Bank was not too powerful.

E - V-IX is evidence. It is strong evidence since it is by the supporters of the Bank, but showing a bad aspect of the Bank. Thus, the authors have no reason to distort. Since there are several pieces of evidence, it is also corroborated (other).

R - You could give students some relevant information about the Bank to help with this. Or, perhaps the students gained some relevant information in class about the Bank.

SLAVERY

ANSWER KEY - TEST QUESTIONS

Section I - Analyze an Argument:

1. C

2. B (All the others are stated.)

3. C reason = cause. There is no evidence presented, appeal to authority, or eliminating alternatives, so it is not proof.

4. D This is from a written document. It is true that we can't evaluate it very well without knowing who the person was who wrote it, but it is nevertheless evidence.

5. C Judges as bad.

6. Evaluate the evidence presented in sentence X:

   P - It is primary (a plantation owner from that time period).

   R - He has no reason to distort that I can think of.

   O - No other evidence presented to support it.

   P - It is public.

   Overall, it is strong because the plantation owner has no apparent reason to distort. It is weak because it is only one person's view to generalize for the whole South.

7. B The cue word is "most."

8. C

Section II - Short Problems:

9. D Cue word "if". You might want to give students the hint to look for a cue word. Or you might want to let students use their booklets (pp. 16-21) to look up the meanings of the fallacies.

10. A

11. B Stereotypes the slaveowners.

CIVIL WAR

ANSWER KEY - TEST QUESTIONS

Section I:

1. B Shows economic needs may have pushed the two sides away from war.

2. D To answer this question correctly, the student would have to remember that Garrison was an abolitionist and that part of Historian A's theory was that the uncompromising attitude of abolitionists and slaveowners was an important cause for the war.

3. D Same as above. It is possible that students may feel that Garnet is a leader and that, therefore, this shows poor leadership. You might want to allow answer "C" in this case. On the other hand, you might want to tell students that Garnet was not a top political leader.

Section II:

A. 4. B

5. C

6. B

B. 7. C

8. E ("Some historians . . .")

9. C Your basic piece-of-cake test question.

10. Not well. This historian has only one case to support his generalization (or sample). On the other hand, someone could argue that since Garnet's words were probably public, there must have been many other people who agreed with Garnet. Thus, Garnet may have represented many people, not just himself.

11. Evidence
P - Primary
R - No reason to distort
O - No other evidence supporting it
P - Public

While this person has no reason to distort, he might be exaggerating. We need to know more about the context of the statement.

12. A

C. 13. D

14. D All men? some men? a few men? These indicate a sample.

15. C

16. B is best, because it is the most representative of opinion in both the North and South.

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Booklet #2

Source Envelope

This envelope contains additional materials that can be used with Booklet #2. The materials in the envelope have unlimited photocopying rights for classroom use only. The following sources are contained in the envelope:

1. Outline of the Guide to Critical Thinking - students could use this as an easier reference to the parts of the Guide.
2. Introductory Worksheets - these are indispensable to introducing and helping students learn the basic skills of the program.
3. Remedial Problems - these can be used for a student who is behind the rest of the class on a specific skill.
4. Worksheets and Handouts for the Various Lessons - these are the basic handouts to supplement the student booklet.
5. Test Questions - these can be used to evaluate student mastery of the skills taught.

IDEAS FOR POSTERS

Below are some examples of posters that you could have your students make and post in your classroom. We have found posters to be helpful to students as guidelines. As students master the various skills, we take the posters down.

CUE WORDS FOR TYPES OF REASONING

Cause and Effect - led to, reason for

Sample - some, none, most, all, a few

Comparison - like, same as, different from, similar to

Proof - for example, couldn't have been

Debating - other historians say, that view is wrong because

KEY QUESTIONS FOR TYPES OF REASONING

Cause and Effect - Is the connection shown between the cause and effect?

Sample - Is the sample large or representative enough?

Comparison - Are the two cases similar enough?

Proof - Does the evidence or argument prove the conclusion?

Debating - Is the other viewpoint really weakened by this argument?

ANALYZING AN ARGUMENT

M - Main Point

A - Assumptions

R - Reasoning Types

K - Key Questions

E - Evidence

R - Relevant Information

IDENTIFYING UNSTATED ASSUMPTIONS

1. Find the conclusion.
2. Rewrite the first premise in your own words.
3. Combine the unique part of the premise with the unique part of the conclusion in a new statement.
4. Phrase the new statement in general terms (such as "countries which ..")

Example:

"John is not a football player. He weighs only 130 pounds."

Step 2: John weighs only 130 pounds

Step 4: People who weigh only 130 pounds are not football players.

Step 3

Step 1: John is not a football player

EVIDENCE

I. What it is:
   A. Statements by witnesses
   B. Written documents
   C. Objects

   (You must know the source for it to be evidence.)

II. Evaluating evidence:

   P - Primary or secondary?

   R - Reason to distort?

   O - Other evidence showing the same as this evidence?

   P - Public or private?

Outline of the Guide to Critical Thinking

Introduction

Arguments are made up of three parts:

1. Evidence
2. Values
3. Logic

I. Evidence

A. There are three sources of evidence;

1. Statements by witnesses
2. Documents
3. Objects

B. In an argument there are three possibilities regarding evidence:

1. No evidence
2. Factual information (sourceless evidence)
3. Evidence

C. When actual evidence is given, it can be judged according to these four factors:

P - Primary or secondary source?

R - Reason to distort?

O - Other evidence supporting this evidence?

P - Private or public statement?

D. There are other factors as well in judging evidence (see "Guide" for these).

II. Values

A. Values are conditions which the author of an argument believes are good (Money, success).

B. Values in arguments:

1. Authors' values are revealed through words which make value judgments. Words such as:
    a. Good/bad
    b. Should/should not
    c. Right/wrong
2. You can examine a value judgment made by an author by: (see the "Guide" for examples)
    a. Separating the argument into the factual and value parts.
    b. Stating the value part in general terms.
    c. Raising specific cases to see if the value is right in all cases.

III. Logic or Reasoning

A. Logic or reasoning is the process of reaching a conclusion on the basis of information or experience.

B. Main points and conclusions:

1. Main points are what the authors of longer (more than one paragraph) arguments are trying to prove, while conclusions are what the authors of shorter (one paragraph or less) arguments are trying to prove.

2. You find the conclusion or main point by:

   a. Asking yourself, "What is the author trying to convince me of?"

   b. Looking for the place to put "Therefore."

3. Cue words:

Conclusions	Premises
therefore	because
hence	for
so	since
thus	suppose that
then	given that
shows that	if
consequently	

C. Words:

1. Watch for value words and vague or undefined words.

2. Fallacies involved with words:

   a. Jargon
   b. Equivocation

D. Assumptions and Inferences:

1. An assumption is something which is not stated but which is taken for granted by the author.

2. An inference is a conclusion that goes beyond the evidence upon which it is based.

E. Types of Reasoning Used in History

1. There are five types of reasoning. Most arguments are a combination of several of the types.

2. Types:

   a. Comparison (Analogy) - compares two cases, and reasons that what is true for one will be true for the other.
   b. Sample (Generalization) - reasons that what is true for part of a group (the sample) is true for all or most of that group.
   c. Cause and Effect - argues that something caused something else.
   d. Proof - uses evidence or logic (authority, or eliminating alternatives) to prove the argument.
   e. Debating - refers to another argument on the same topic and shows why this other viewpoint is wrong or partially wrong.

F. Key Questions:

1. These help you judge how good the reasoning is.
2. Key questions:
    a. Comparison: Are the two cases compared similar enough to make the conclusion a good one?
    b. Sample: Is the sample good enough to make the conclusion a good one?
    c. Cause and effect: Does the author really show the connection between the cause and the effect?
    d. Proof: Does the evidence or the argument (like eliminating alternatives) make the conclusion a good one?
    e. Debating: Does the author give good enough reasons for disproving the other argument?

G. Fallacies in History:

1. A fallacy is an error in logic.
2. Fallacies:
    a. Comparison Fallacies - No specific fallacies
    b. Sample Fallacies:
        1. Unrepresentative Sample (or Hasty Generalization)
        2. Stereotyping (or Composition or Division)
        3. Special Pleading
    c. Cause and Effect Fallacies:
        1. Single Cause
        2. Preceding Event as Cause
        3. Correlation as Cause
    d. Proof Fallacies:
        1. Irrelevant Proof
        2. Negative Proof
        3. Numbers
        4. Appeal to Authority
        5. Appeal to the Golden Mean
        6. False Scenario
        7. Either-Or
        8. Begging the Question

e. Debating Fallacies:

1. Attacking the Arguer (Ad Hominem)
2. Straw Man
3. Appeal to Irrelevant Outcome

IV. Models for Analyzing Arguments:

A. Written arguments - MARKER

M - Main point
A - Assumptions (and values and value judgments)
R - Types of Reasoning
K - Key Questions (and fallacies)
E - Evidence
R - Relevant information (and common sense)

B. Films - PIPE

P - Point of view
I - Inferences
P - Persuasive techniques
E - Evidence .

IN-1 Introduction
The Bermuda Triangle

The Bermuda Triangle (an area roughly from Bermuda, southwest to Florida, then east out into the Atlantic, and then northwest back to Bermuda) is one of the most dangerous and strange spots on earth. The number of ships lost in the Triangle is staggering, starting back in the 1600's right up to today. In recent years an average of about 100 ships and many airplanes are lost each year in the area. It is common knowledge among commercial pilots and ship captains that the Triangle is dangerous.

It is what has happened to these boats and planes which is especially mysterious, however, and which gives the area its name as the "Devil's Triangle." For example, the boat, the "Hollyhock," was off the coast of Florida when it suddenly lost radio contact with the coast. Later, it picked up California on the radio. Then it spotted land on its monitors where there was no land! The "Hollyhock" disappeared without a trace.

Another boat, the "Witchcraft," was at buoy number 7 only two miles off the coast of Miami admiring the lights of the city. The owner of the boat radioed to the Coast Guard to come out because the boat was taking on water. However, it was in no serious danger because it had built-in floatation chambers. When the Coast Guard arrived at buoy number 7, the "Witchcraft" had vanished.

Airplanes, too, have had bizarre incidents. The "Star Tiger" was flying over the Devil's Triangle when suddenly radio contact was lost. No wreckage of the plane was ever found.

In 1963 two KC-135 jet tankers disappeared 300 miles southwest of Bermuda. What caused these planes to go down?

Probably the most incredible incident was Flight 19 from Fort Lauderdale, Florida on December 5, 1945. Five Avenger aircraft took off that day on a regular training flight for the Navy. Pilot Cosner did not go on the flight. Why not? Commander Taylor seemed hesitant. Did he have the same peculiar feeling that Cosner had? The flight was routine at first, but then the planes did not request to land after 15 minutes. The pilots seemed confused and their instruments were doing weird things. The air base had radio contact with the planes and heard the pilots say things such as "which way is west?" or refer to things such as "upside down" and "white water." The planes kept changing directions, almost flying in circles. Then--silence. A search plane was sent out, and it, too, disappeared. The Navy has kept the incident quiet. And the Navy hasn't out-and-out denied the story as authors have showed it.

It is difficult to explain what happens in the Devil's Triangle. Some people believe that there is a magnetic field which throws everything off. Others believe it has to do with the lost continent of Atlantis. Whatever the cause of the situation, it is worth thinking twice before traveling through this area, one of the strangest spots on our earth.

IN-1 Introduction
The Bermuda Triangle
Relevant Information

1. The "Star Tiger's" flight was at night in poor weather.

2. It is not unheard of, although it is infrequent, for boats out in the ocean to pick up distant areas on the radio.

3. Rain clouds can sometimes look like land on radar.

4. The "Witchcraft" was out in bad weather.

5. There was no mention that the "Witchcraft" was near buoy 7, according to Coast Guard reports. One author estimated the location by comparing several reports.

6. It would have taken the Coast Guard about 20 minutes to get to where the "Witchcraft" was.

7. In 20 minutes a boat can drift about 1 mile in calm seas.

8. It is extremely difficult to find the wreckage of a plane or boat in the ocean, even on a clear day.

9. Debris found in one spot in the ocean contained the serial numbers of both KC-135 jet tankers. Some observers say this indicates that the two planes collided in the air.

10. The editor of Aviation Week stated that based on a statistical analysis of the number of accidents in an area compared with the number of flights in that area, the Bermuda Triangle is one of the safest spots in the world. It is a popular area with pilots.

11. An Avenger aircraft will sink into the ocean roughly 45 seconds after splashing down.

12. Two men who were in the radio tower in Fort Lauderdale at the time of Flight 19 do not recall the pilots of the Avenger saying, "which way is west?" or "upside down" or "white water". These two men say the planes were definitely lost.

13. Commander Taylor of Flight 19 radioed, "If we fly north, then east, we'll get home." He also mentioned being over the Keys (islands). He may have thought he was over the Florida Keys, when actually he was over the Grand Keys in the Atlantic. His course of north, then east would have taken the planes toward the middle of the Atlantic.

14. At the time that radio contact was lost with the plane sent to search for Flight 19, people on the coast saw an explosion at the location of the plane.

15. About 100 ships are lost each year in the Bermuda Triangle out of 10,000 distress calls made to the Coast Guard.

16. According to the Coast Guard, many pleasure boat owners don't know what they're doing in the ocean. For example, when the Coast Guard told one owner to plot a course toward an island,

16. (continued)

the owner said he couldn't find it on his map. When the Coast Guard asked him what map he was using, he said he was looking at the world atlas.

17. Each author who writes about the Bermuda Triangle describes a triangle of a different size and shape from the other authors.

18. The writer of the Bermuda Triangle article is an author of books on popular subjects, such as mysterious and bizarre phenomena.

Worksheet - Evidence

istorian A

"The city government was one of the most corrupt in recent history. The people have really suffered because of the corruption."

istorian B

"The city government under Mayor Mello was one of the most corrupt in recent history. Four government workers said that corruption was widespread."

Historian C

"The city government under Mayor Mello was one of the most corrupt in recent history. Over $20 million was stolen on one project alone."

Historian D

"The city government under Mayor Mello was one of the most corrupt in recent history. Six workers of the Mello government were convicted of corruption."

What is the evidence in the four viewpoints above ?

A - No evidence.
B - Factual Information (sourceless evidence).
C - Evidence.

________ 1. Historian A

________ 2. Historian B

________ 3. Historian C

________ 4. Historian D

IN-3C Introduction
Evidence

You are now a historian trying to figure out who stabbed John Jones in the corridor at Hamilton-Wenham, but in 1940, not today. As a historian, you have the following pieces of information (evidence):

A. There was an investigation by police into the alleged murder of John Jones.

1. The police concluded that he was murdered by stab wounds.
2. The police had three suspects: 1. Clarence Kelly, 2. Slim Stowell, and 3. Luke Levin. All three were in the corridor within 10 feet of John Jones when he was murdered.
3. The police felt they had enough evidence to prosecute Luke Levin.

B. There was a trial of Luke Levin for the alleged murder of John Jones. In the trial:

4. Luke's girlfriend said he was a good person and he never would kill anyone.
5. A teacher testified he opened the door of his room and entered the corridor as soon as he heard John Jones scream. No one could have moved, and no one was moving when he looked into the corridor. John was lying on the floor while Luke, Clarence, and Slim were standing within 10 feet, looking at him. Luke was closest to John.
6. Clarence testified that he didn't do it, but he was looking the other way so he doesn't know whether Luke or Slim did it.
7. Slim testified that he didn't do it, that Luke did it.
8. Luke testified that he didn't do it, that Slim did it.
9. Witness A, who didn't know any of the men, said he heard John say "No, Luke, no" right before the murder.
10. Witness B, who was 35 feet away and who didn't know any of the men, said he saw Luke stab John.
11. The knife was shown to have Luke's fingerprints on it, and only Luke's.
12. Both Luke and Slim had knives with them on that day, according to Clarence.
13. The police found a knife on Slim at the scene of the murder, as well as the knife in John. No other weapons were found.

14. An IOU note was produced at the trial showing that John owed Luke $300, which was due to be paid three days before the murder.

15. Witness C testified that Slim did not like John.

16. Witness D, 50 feet away, testified that she saw Luke stab John.

17. Witness E, in another part of the building, not within sight of the murder scene, says he's sure Luke killed John.

18. A letter was presented at the trial, by Luke's girlfriend, to her mother in which she says Luke hated John.

C. The jury found Luke guilty of murder.

1. As a historian, do you think the jury was right in its verdict? Why?

2. Give one example for each type of evidence presented. Just write the number of the evidence on the line:

_______ A. Statements by witnesses

_______ B. Documents (written information)

_______ C. Objects

3. Evaluate (judge) the following evidence according to the factors (criteria) given

Factors	#4	#7	#10	#11	#14	#17
1. Witness has reason to lie?						
2. Public or private statement?						
3. Primary or secondary?						
4. Other evidence showing the same thing?						

IN-4 Introduction

A. "The colonists were right to take the Indian's land, since the Indians weren't using it right."

   1. General value statement: ("It's all right to take what someone else owns if they aren't using it right.")

   2. Other examples: (It's all right for me to steal your car because you aren't using it right.")

B. "The colonists should not have hung the alleged witches because they really didn't have any good evidence that they were witches."

   3. General value statement:

   4. Other examples:

C. "The colonists should not have revolted from England because they could have made more money under England."

   5. General value statement:

   6. Other examples:

IN-5 Introduction
Worksheet-Conclusions

1. When the bell rings it's time for lunch, 2. and the bell just rang.
3. So, it's time for lunch.

_______1. The conclusion is:
A. 1 C. 3
B. 2 D. It's not stated.

1. Mary must be able to swim better than John. 2. She's on the swim team and John isn't, 3. and people who are on swim teams swim better than people who aren't on swim teams.

_______2. The conclusion is:
A. 1 C. 3
B. 2 D. It's not stated.

1. Mom, since I've passed all my tests this week, 2. I should be able to go out with the guys.

_______3. The conclusion is:
A. 1 C. Passing tests is good.
B. 2 D. It's not stated.

(Notice cue word "since" for premise)

1. Our hockey team won, 2. because we have the better team.

_______4. The conclusion is:
A. 1 C. Your hockey team stinks.
B. 2 D. We'll beat you again next year, too.

1. When you think about it you'll realize which day is the best for lunches in the cafeteria. 2. You can't beat the salad lunches on Tuesdays. 3. They are good for you. 4. They are low in calories. 5. The insects you find in the lettuce are high in protein. 6. Even the plates are great on Tuesdays.

_______5. The conclusion is:

A. You should think about the lunches.

B. Tuesdays are best for lunches in the cafeteria.

C. The salad lunches are low in calories and high in protein.

D. None of the above.

IN-6 Introduction
WORKSHEET - ASSUMPTIONS

"Even if I have a head start in running to the beach, you'll get there first."

______ 1. What is an assumption in this argument?
A. The beach is a long way from where we are.
B. You won't take a short cut.
C. You run faster than me.
D. I run faster than you.

"Beth is older than Roger, so she must be older than Marie, also."

______ 2. What is an assumption in this argument?
A. Beth is older than Marie.
B. Roger is as old as or older than Marie.
C. Beth is older than Roger.
D. Beth and Marie are cement heads.

"The Rolling Stones are a better group than The Clash, because their music is more acid rock."

______ 3. What is the assumption?
A. The Clash should not play acid rock.
B. Groups which play acid rock are better.
C. The Stones should not play acid rock.
D. The Stones are a better group than The Clash.

"Fred must be a good mechanic, since he works for the Shell Station downtown."

4. What is the assumption? Write it out. (Hint: Look at the examples above for help.)

WORKSHEET-TYPES OF REASONING

ANSWERS:

A. Proof - Mom, I mowed the grass so I can go out.

B. Cause and Effect - Why is Jenny sick? (ham sandwich).

C. Sample (Generalization) - Is it a bag full of paperclips?

D. Comparison (Analogy) - Harry is a better driver because his time is lower.

E. Debating - Harry's argument is weak because . . . (Refers to another argument).

_____ 1. Fred drank four gallons of water before he ran in the Boston Marathon and he finished the race. So, if I want to finish this race I should drink four gallons of water, too.

_____ 2. The ten kids I asked all said they liked the dance, so I think we can say that most of the kids who went liked the dance.

_____ 3. The situation today is just like the situation right before the Great Depression of 1929. So it looks like we're going to have another depression.

_____ 4. Karen said most of the kids didn't like the dance. But she didn't even ask anyone else what they thought. So how does she really know?

_____ 5. There are three reasons why the U. S. had a Civil War in 1861. Slavery, abolitionism, and economic differences between the North and the South led to the War.

_____ 6. Other historians have said that the U. S. should not have become involved in the War of 1812. These historians are wrong, because they've overlooked the tremendous manufacturing gains the U. S. made from the War.

_____ 7. John and Christine were the only two people who could possibly have bought the refrigerator. But John was away on vacation all summer, so Christine must have bought it.

IN-8 Introduction

Worksheet - Key Questions

A. Comparisons: (Key Question: Are the two cases compared similar enough to make the conclusion a good one?)

________ 1. Which of the following comparisons seems to be the strongest?

A. Harry did all his homework in history class, and he got an "A" in the course. So, if I do all my homework I should be able to get an "A," also. After all, I have always received the same grades as Harry in the same courses, including history, and I'll have the same teacher for this history course.

B. Harry did all his homework in history class, and he got an "A" in the course. So, if I do all my homework I should be able to get an "A," also. After all, in some courses I have received about the same grades as Harry, in fact higher in Math and Science, and my intelligence tests show I'm as smart as he is.

C. Harry did all his homework in history class, and he got an "A" in the course. So, if I do all my homework I should be able to get an "A," also. After all, I'm just as smart as Harry, and I've done as well as he has in French class. Also, I know as much about history as Harry does.

________ 2. Which of the following comparisons below seems to be the strongest?

A. Staci drank three glasses of water before she ran in the Boston Marathon, and she finished the race. So if I want to finish this 6-mile race I should drink three glasses of water. After all, Staci and I wear the same kind of running shoes and have the same length hair.

B. Staci used the Oregon State training program before she ran in a 6-mile race, and she finished the race. So, if I try the Oregon State training program I should finish the marathon coming up this year. After all, Staci and I are about the same size and weight.

C. Staci drank three glasses of water before she ran in the Boston Marathon, and she finished the race. So I should drink three glasses of water before running this marathon. After all, the temperature is the same today as it was in the Boston Marathon, and Staci and I are about the same size and weight, and have trained about the same.

B. Sample: (Key Question: Is the sample good enough to make the conclusion a good one?)

________ 3. Which of the following samples seems to give the strongest support for the statement: "Most of the students enjoyed the dance."

A. Five students were asked.

B. 20 students were asked.

C. 30 students were asked.

D. 40 students were asked.

______ 4. Which sample below seems to give the strongest support for the statement: "Mayor Anderson is popular in the city".

A. 450 people were asked at the country club, which is located on the east side of the city.

B. 120 people were asked in proportion to their numbers in the city. For example, 50% of the people asked were women because 50% of the people in the city are women.

C. 100 of the city workers were asked. People were asked from each department in the city government: parks, water, taxation, police, fire, and so forth. The people were asked on their lunch hours.

D. 150 people were asked at Frumptown University, located in the downtown section of the city.

E. 180 people were called at home at random on the telephone, over the course of five mornings.

______ 5. Which of the following samples seems to give the strongest support for the statement: "Slaves had a short life expectancy (they didn't live to be very old, on average)."

A. A check of the 1850 census for the age of death of slaves in all the Southern States.

B. A check of the records from one plantation over 50 years for the age at death of the slaves.

C. A check of plantation and legal records of three Southern States (Virginia, Georgia, and Louisiana) from 1700 - 1850 for the age at death of slaves.

D. A statement by an abolitionist (someone opposed to slavery) that slaves had a short life expectancy.

C. Cause and Effect: (Key Question: Does the author really show the connection between the cause and the effect?)

______ 6. Which of the following statements makes the best connection between the cause and the effect?

Worksheet - Key Questions

______ 6. (continued)

A. Missy was sick because she ate meat that was spoiled. That meat has been in the refrigerator for at least a week and then was left on the table for two hours.

B. Missy was sick because she ate meat that was spoiled. A blood test taken at the hospital showed that she was suffering from food poisoning from rotten meat. Several people said that the only thing she had had for lunch that day was the meat.

C. Missy was sick because she ate meat that was spoiled. Fourteen other people who were at the picnic who ate the meat also became sick.

D. Missy was sick because she ate meat that was spoiled. The meat smelled awful, and Missy has a weak stomach.

______ 7. Which of the following statements makes the best connection between the cause and the effect?

A. One important cause for World War I was the system of entangling alliances in Europe. There had been alliances in Europe for many years, but after 1900 all the major countries were involved in them. The Triple Alliance and the Triple Entente ensured that when a disagreement arose a war was sure to result.

B. One important cause for World War I was the system of entangling alliances in Europe. France, England and Russia were allied in the Triple Entente, while Germany, Austria-Hungary, and Italy were involved in the Triple Alliance. With all those countries involved war could hardly be avoided.

C. One important cause for World War I was the system of entangling alliances in Europe. With six major countries involved in two alliance systems, a disagreement between any two could lead to war. This is what happened. When Austria-Hungary and Russia opposed each other over Serbia, Germany, as Austria-Hungary's ally, got involved and attacked Russia's ally, France. Since England was also allied, she declared war, also. Now all the major countries were at war.

D. Proof: (Key Question: Does the evidence or the argument make the conclusion a good one?)

______ 8. Which of the following best proves the conclusion: "Medical care in the U.S. is improving."

A. A government study showing that doctors' salaries

________ 8. (A. continued)

are increasing.

B. A government study showing that hospitals costs are increasing.

C. A government study showing that hospital costs are decreasing.

D. A government study showing that there are fewer complications than before in serious operations.

________ 9. Which of the following best proves the conclusion: "The Life expectancy of the average American increased in the 1800's."

A. A government study in 1850 that Americans were living longer than in 1800.

B. A government study in 1890 that Americans were spending more time and money on leisure time.

C. A government study in 1890 that Americans were living longer than in 1800.

D. A government study in 1900 that the life expectancy of American women had increased faster than that of American men.

E. Debating: (Key Question: Does the author give good enough reasons for disproving the other argument?)

John and Marie are arguing about which marching band is better.

John: "The Goffstown High Band is better than the Laconia Band because the music Goffstown plays is louder and the drills it does are more precise."

________ 10. Which argument by Marie gives the best reasons for disproving John's argument?

A. John's argument is wrong because he cannot say for sure that one band's music is louder or that one's drills are more precise. He was at the refreshment stand when the bands were playing, so he would get a distorted impression of the music and drills.

B. John's argument is wrong because he is a member of the Goffstown Band.

C. John's argument is wrong because the loudness of the music and the precision of the drills are not the two most

Worksheet - Key Questions

_______10. (C. continued)

important factors in evaluating a band. Rather, the quality of the music and the drills is what counts.

D. John's argument is wrong because he is wrong about everything. If you want to be right, choose the opposite from what John chooses.

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IN-9 Introduction
Worksheet - Fallacies

1. ____________________ The disrespect for law and order that seems to be everywhere today can be traced to the day we let the Beatles in the country back in 1964.

2. ____________________ We can either support good old ways of teaching reading, writing, and arithmetic, or we can turn our schools over to revolutionaries and yoga experts.

3. ____________________ Is Councilman X a crook? Why, no. He always shows up at every council meeting.

4. ____________________ Mr. Jones is crazy. He has a plan to end war for all time, but we can't take seriously the ideas of a fellow who burns incense and lives off yogurt.

5. ____________________ I noticed that every time we have lightning, we also have rain. The lightning must be responsible for the rain.

6. ____________________ If this class had a better teacher, more students would have received A's last term.

7. ____________________ In 1840, almost everyone was working 10 hours a day or more by the time he was 15, and the country was healthy. We'd have a healthier country today if we closed schools and put the kids to work.

8. ____________________ A poll taken in my Junior History class proves that the President is unpopular.

9. ____________________ Increased federal spending must be good for the economy, since you cannot prove it is bad.

10. ____________________ You cannot accept his view that there is a need to increase the size of the armed forces since he is a military officer,and military officers are expected to recommend an increase in military personnel.

11. ____________________ We must reduce the size of the public debt, since Pete Peeters, Bruins goalie, stated that this is essential.

12. ____________________ Since you cannot prove intelligence tests are inaccurate, they must be accurate.

13. ____________________ You cannot be serious in stating that the military involvement in Southeast Asia should be supported, since you have not enlisted in the military forces in support of military activities there.

14. ____________________ Salesman to customer simply looking at TV sets, "Shall I charge this TV set to your account or do you wish to pay cash?"

IN-9 Introduction
Worksheet - Fallacies

15. ____________________ Proposition 2½ is a good law. My taxes are quite a bit lower now.

16. ____________________ Research has failed to prove that cigarette smoking is really harmful to health. Therefore, it is reasonable to conclude that cigarette smoking will not hurt us.

17. ____________________ Doctor Smith must be a poor medical doctor. Did not the newspapers report his involvement in a nightclub brawl, and is he not divorced?

18. ____________________ Jones pitched an excellent game after he had an argument with his wife; therefore, he should have more arguments with his wife.

19. ____________________ Either it's all right or it's all wrong. You will admit that it is not all right; therefore, it must be all wrong.

20. ____________________ My client cannot be gulity of this crime. See how honest his eyes appear. Notice what a clean-cut, square-jawed countenance he has.

21. ____________________ You can't possibly accept his views that the employees need a raise. After all, he is the executive secretary of the labor union, and he is paid to make these kinds of statements.

22. ____________________ You said that teachers should not get a pay raise this year. Why do you dislike teachers?

23. ____________________ President Reagan was elected because of the way Carter handled the Iranian Hostage situation.

24. ____________________ We should not have a complete nuclear freeze. We also cannot keep building with no limit. This means a partial freeze would be best.

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EXTRA PROBLEMS - VALUE WORDS

What is a word which makes a value judgment in each of the following arguments?

_____ 1. Monopolies rip off the public, and they hurt our economy. Therefore, the government should prevent monopolies.
A. Public C. Rip off
B. Economy D. Therefore

_____ 2. What is another value word in the argument in #1?
A. Government C. Prevent
B. Should D. They

_____ 3. Farmers were hurt in the late 1800's by the practice of railroads of charging more for shipping on short hauls than on long hauls. This unfair practice caused the loss of thousands of dollars for farmers who shipped short distances.
A. Unfair C. Charging E. Short
B. Loss D. More F. Thousands

_____ 4. Charging more for short hauls than for long hauls by railroads in the late 1800's was not done by evil men to take advantage of shippers (especially farmers).
A. Railroads C. Evil E. Done
B. More D. Shippers

_____ 5. Reformers, such as Jane Addams, hurt society. They never succeed in ending poverty and they raise the hopes of the poor for a better life, which the poor never get.
A. Hurt C. Reformers E. Poor
B. Succeed D. Never F. Life

_____ 6. Farmers' problems in the late 1800's were their own fault. They shouldn't have borrowed so much money and spent it on things they didn't need.
A. Farmers C. Own
B. Late D. Fault

_____ 7. What is another value word in the argument in #6?
A. Shouldn't C. Money
B. Borrowed D. Spent

_____ 8. What is another value word?
A. Their C. Didn't need
B. Things D. They

EP-2 EXTRA PROBLEMS - CONCLUSIONS

What is the conclusion of each of the following arguments?

______ 1. Monopolies rip off the public, and they hurt our economy. Therefore, the government should prevent monopolies.
- A. Monopolies rip off the public.
- B. Monopolies hurt our economy.
- C. Our economy is worth helping.
- D. The government should prevent monopolies.

______ 2. The Democrats spent only $300,000 on William Jennings Bryan's campaign in 1896, while the Republicans spent $7,000,000 on his opponent. Therefore, Bryan was defeated because he spent less money.
- A. Democrats spent $300,000.
- B. Republicans spent $7,000,000.
- C. This spending difference was important.
- D. Bryan lost because he spent less money.

______ 3. Reformers, such as Jane Addams, hurt society. They never succeed in ending poverty, and they raise the poor's hopes for a better life, which the poor never get.
- A. Reformers hurt society.
- B. They never succeed in ending poverty.
- C. They raise the poor's hopes for a better life.
- D. The poor never get a better life.

______ 4. Germany hurt our pride when she sank our ships in 1917. When our pride was hurt we had to go to war. So the U. S. was right to go to war in 1917.
- A. Germany hurt our pride when she sank our ships.
- B. When our pride was hurt we had to go to war.
- C. The U. S. was right to go to war.
- D. 1917 was the key year for entering the War.

______ 5. The U. S. was right to go to war in 1917. We had no other choice after Germany sank our ships and hurt our pride.
- A. Germany hurt our pride.
- B. When our pride was hurt we had to go to war.
- C. The U. S. was right to go to war.
- D. 1917 was the key year for entering the war.

EP-3 EXTRA PROBLEMS - CONCLUSIONS

What is the conclusion of each of the following arguments?

______ 1. The government needs to step in to prevent monopolies in business, because monopolies rip off the public.
A. The government needs to step in to prevent monopolies in business.
B. Monopolies rip off the public.
C. The public should control the government.
D. The government needs to control the public.

______ 2. (I) Reformers who try to help the poor never succeed in ending poverty. (II) However, they do raise the poor's hopes for a better life which the poor never get. (III) Therefore, reformers hurt society.
A. I C. III
B. II D. Reformers should leave the poor alone.

______ 3. (I) Farmers' problems in the late 19th century were their own fault. (II) They shouldn't have borrowed so much money (III) and spent it on things they didn't need.
A. I C. III
B. II D. Farmers were stupid.

______ 4. (I) William Jennings Bryan was defeated in the election of 1896 because his party spent less money. (II) The Democrats had only $300,000 to spend on his campaign. (III) Meanwhile, the Republicans spent $7,000,000 on his opponent. (IV) No wonder he lost.
A. I C. III
B. II D. IV

______ 5. (I) Just look at what happens when government gets involved in people's lives. (II) It almost always hurts them. (III) Therefore, government interference in society is wrong.
A. I C. III
B. II D. People's lives are worth saving.

______ 6. (I) Government interference in society is wrong. (II) Just look at what happens when government gets involved in people's lives. (III) It almost always hurts them.
A. I C. III
B. II D. The government watches people's lives.

EP-4 EXTRA PROBLEMS - CONCLUSIONS

What is the conclusion of each of the following?

______ 1. (I) The businessman who builds a factory builds a temple,
(II) and the workers worship in that temple.
A. I C. Workers should be religious.
B. II D. Businessmen should be respected and supported.

______ 2. (I) The U. S. took steps against Japan by April, 1941. (II) This caused Japan to attack further into Indochina. (III) As a result, the U. S. cut off all trade with Japan. (IV) What choice did Japan have at this point but to attack the U. S.? (V) They chose Pearl Harbor.
A. I E. V
B. II F. The U. S. should not have cut off all aid to Japan.
C. III G. The U. S. forced Japan to attack Pearl Harbor.
D. IV

______ 3. (I) The stock market can be used as a monitor of the country's economic health. (II) After the start of the NRA (National Recovery Administration), a New Deal agency to promote recovery from the Depression of the 1930's, the stock market remained at its low 1933 level.
A. I C. The NRA did not bring economic recovery.
B. II D. The NRA did not help the stock market.
E. The New Deal did not bring economic recovery.

______ 4. (I) An imperialist country is one which operates in another country for its own selfish interests. (II) The U. S. entered the Vietnam War to further her own interests.
A. I C. The Vietnam War was an imperialist war.
B. II D. The U. S. was an imperialist country in the Vietnam Wa
E. Imperialism is wrong.

______ 5. (I) The rebels in El Salvador are radical, so there is a danger of the country becoming pro-Soviet if the rebels win. (II) In this situation the U..S. has to intervene to stop the revolution or we'll lose the country to the U.S.S.R.
A. I C. U. S. intervention will work.
B. II D. Radicals support the U.S.S.R.

EXTRA PROBLEMS - UNDEFINED WORDS

What is the most vague or undefined word in each of the following arguments? (That is, a word for which we have no precise meaning.)

_____ 1. We need government regulation of product safety. Without it people will be endangered, and safety levels will be inadequate.
A. Government C. Product
B. People D. Inadequate

_____ 2. Medicare pays for many unneeded or overpriced operations.
A. Medicare C. Unneeded
B. Pays D. Operations

_____ 3. Immigrants came in times of prosperity but not in periods of economic decline.
A. Immigrants C. Economic
B. Prosperity D. Came

_____ 4. America should cut down on immigration - we allow too many immigrants into the country.
A. America C. Immigration E. Country
B. Down D. Too many

_____ 5. There is no question about the fact that the government should help the poor achieve a decent level of living.
A. Question C. Government
B. About D. Poor

_____ 6. What is another undefined word in the argument in #5?
A. Should C. Decent
B. Fact D. Living

EP-6 EXTRA PROBLEMS - ASSUMPTIONS

What is the assumption in each of the following arguments?

______ 1. Monopolies hurt our economy, so the government should prevent them.
- A. The government should prevent them (monopolies).
- B. Something which hurts our economy should be prevented by our government.
- C. Our economy provides needed money for our government.
- D. Monopolies hurt our government.

______ 2. Germany hurt our pride when she sank our ships in 1917, so we were right to go to war with her.
- A. Going to war to save a country's pride is right.
- B. Our ships should be able to sail anywhere in the world.
- C. Germany bullied us by sinking our ships.
- D. We should be proud of our war effort in World War I.

______ 3. Government almost always hurts some people when it gets involved in people's lives. Therefore, government involvement in people's lives is wrong.
- A. Government involvement in people's lives is wrong.
- B. People should not interfere with the government.
- C. Something which hurts some people is wrong.
- D. Things which help some people should be encouraged.

______ 4. The U. S. was wrong to take over the Philippines in 1899. After all, we did it mainly to help ourselves but, not them.
- A. The U. S. was wrong to take over the Philippines.
- B. A country which takes over another country mainly to help itself out is wrong.
- C. The Philippines was not worth taking over in 1899.
- D. We should have taken over the Philippines mainly to help them out, not us.

EP-7 EXTRA PROBLEMS - ASSUMPTIONS

A. What are two assumptions in the following argument?
(An assumption is something unstated for which no
proof is offered.)

______ 1. "The rebels in El Salvador are radical, so the country
will become pro Soviet if the rebels win. In this
______ 2. situation the U. S. has to intervene to stop the revolution
or we'll lose the country to the U.S.S.R."
A. There are rebels in El Salvador.
B. U. S. intervention will help defeat the rebels.
C. The U. S. has to intervene.
D. There is no revolution in El Salvador.
E. The country will become pro Soviet if the rebels win.

B. What is an assumption in each of the following arguments?

______ 3. Farmers were hurt badly in the late 1800's by the practice of railroads of charging more for shipping on short hauls than on long hauls. This unfair practice caused the loss of thousands of dollars for farmers who shipped short distances.
A. Some farmers lost their farms due to the railroads.
B. Charging more for short hauls was wrong.
C. Farmers should have bought their own trucks for shipping.
D. Charging more for shipping on short hauls doesn't make sense.

______ 4. We should do away with the property tax as the method for raising revenue for our cities. The property tax involves uneven and therefore unfair assessments (some people pay more taxes for property worth the same as other property).
A. We should do away with the property tax.
B. Our cities don't need tax revenue.
C. The best way to correct uneven assessments is to do away with the tax.
D. The sales tax would be a fairer tax.

______ 5. McCarthy's accusations hurt many people's careers. 18 people in the State Department who were accused by McCarthy lost their jobs.
A. McCarthy's accusations were wrong.
B. McCarthy's accusations caused the 18 people to lose their jobs.
C. Those who did not lose their jobs were not accused by McCarthy.
D. People's careers were not as important as Communism.

EP-8 EXTRA PROBLEMS - ASSUMPTIONS

Write out two assumptions in the following argument:

A. John F. Kennedy had a good idea about how to get the economy moving again. However, when he introduced it as a bill to Congress the special interest groups got hold of it and destroyed it.

1.

2.

B. We need government regulation of product safety. Without it people will be endangered and safety levels will be inadequate.

3.

4.

C. The government should step in to prevent monopolies in business--monopolies which take advantage of the public.

5.

EP-9 EXTRA PROBLEMS - TYPES OF REASONING

For each of the following arguments write the letter of the correct type of argument.

A. Evidence (Proof)

B. Cause and Effect

C. Sample (Generalization)

D. Comparison (Analogy)

E. Debating

______ 1. The man who builds a factory builds a temple, and the workers worship in that temple.

______ 2. The main reason the U. S. entered World War I was because the Germans broke their "Sussex" pledge and kept sinking American ships.

______ 3. The U. S. forced Japan to attack Pearl Harbor. The U. S. took steps against Japan by April, 1941. The result was Japan attacking further into Indochina. The U. S. then cut off all trade with Japan. What choice did Japan have but to attack?

______ 4. The Battle of Dien Bien Phu had the same effect on French public opinion as the TET Offensive had on American public opinion.

______ 5. Those historians are wrong who say the U. S. entered World War I primarily for economic reasons. They underestimate how important was the German sinking of American ships.

______ 6. If the U. S. hadn't taken the Philippines in 1899, the Germans would have taken them. So we were right to take them first.

______ 7. Medicare pays for many unneeded or overpriced operations.

______ 8. Jimmy Carter did a good job as president. During his years in office the GNP of the country increased significantly.

EP-10 EXTRA PROBLEMS - FALLACIES

For each of the following arguments, write in the letter of the correct fallacy from the list below: (Look up the meanings in your "Guide to Critical Thinking".)

- A. Stereotyping
- B. Correlation as cause
- C. Special pleading
- D. Hasty generalization (oversimplificat
- E. No fallacy

______ 1. Several times in 1940 and 1941 the Japanese offered suggestions to end U. S. - Japanese tensions. The U.S. always refused. Therefore, the U. S. was responsible for the Japanese attack on Pearl Harbor.

______ 2. The rich people control the country. They offer just enough prosperi and freedom to keep the rest of the country in line. They pull the strings and the rest of us do what they want.

______ 3. While the unemployment rate in the U.S. from 1895 to 1900 decreased from 13.7% to 5.0%, the employment of children over 14 years of age rose from 9.1% in 1890 to 10.3% in 1900. Therefore, the increased number of working children reduced the unemployment rate.

______ 4. Government interference in society is wrong. Just look what happened when government gets involved. It took away a man's horse when he didn't pay his taxes. It broke into the wrong home, scared the people to death, and wrecked the place in a drug search. And it forced a man to move out of his home to make way for a museum and then didn't build the museum.

______ 5. The stock market can be used to show the state of the country's economic health. After the start of the NRA (A New Deal agency to promote recovery from the 1930's Depression) the stock market remained at its low 1933 level. Therefore, using the stock market as a measure of the economy, the NRA didn't help the economy.

______ 6. During the Carter Presidency, the GNP of our country increased more than did the GNP of the Soviet Union. So Jimmy Carter did a good job as president and better than did Breshnev.

______ 7. President Kennedy's program to get the economy moving again was destroyed in Congress once the special interest groups got hold of it.

______ 8. Medicare pays for many unneeded and overpriced operations.

______ 9. The rich have kept the people down. The people have tried to rise up to achieve more equality and true social democracy, but the rich have all the power.

EP-11 EXTRA PROBLEMS - FALLACIES

For each of the following arguments, write in the letter of the correct fallacy from the list below: (Look up the meanings in your "Guide to Critical Thinking".)

A. Straw man
B. Prevalent proof (everyone believes, so it is true)
C. Either/or
D. False Scenario
E. No fallacy

_______ 1. The Watergate fiasco hurt the economy. Most important people say it hurt the economy.

_______ 2. Clifford: "If the government cut the defense budget it could improve conditions in the slums by building better housing."

Steven: "So the government is going to build mansions for everyone, huh? You're crazy."

_______ 3. McCarthy was either a dangerous demagogue or a courageous American. But since he was not a courageous American (his tactics were anything but courageous), he must have been a dangerous demagogue.

_______ 4. Marlene: "The government is hurting our economy by all this wasteful spending."

Bob: "Where's your evidence to prove that?"

_______ 5. Without government regulation for the good of the public, monopolies would run the country completely. With no other competitors to turn to for a product, the average person would be at the mercy of the monopoly.

_______ 6. A New York Times poll showed that 80% of businessmen responding believed that President Nixon's economic performance had suffered because of Watergate. So Watergate hurt the U. S. economy.

_______ 7. As everyone knows, a country with a stronger economy is better able to fight costly wars.

_______ 8. Joe: "The government should help bring about more equality in society

Helen: "How can you say that? True equality is impossible. So, why should the government try to do something which is impossible?"

EP-12 EXTRA PROBLEMS - FALLACIES

For each of the following arguments, write in the letter of the correct fallacy from the list below: (Look up the meanings in your "Guide to Critical Thinking".)

A. Equivocation
B. Either/or
C. Begging the Question
D. False Scenario

GIVENS:

1. Demand - the amount people will buy at given prices.
2. The Philippines were ruled by Spain until 1898, then by the U.S.
3. There were 4 million slaves in the U.S. in 1860.
4. Filipinos wanted to rule themselves in 1898.

_____ 1. Question: What is one reason why the U. S. decided to enter World War I to help the allies?
Answer: The U.S. entered World War I to come to the aid of Britain, France, and the other allied countries.

_____ 2. Brian: "The U.S. was wrong to make loans to England and France, but not to Germany, because by helping only one side it was not being neutral."

Sean: "The U. S. was right to make the loans. We really were being neutral because we did what was in our interest by making the loans. And doing what's in your interest is being neutral."

_____ 3. President Reagan says he is going to deal with the economy in a creative way. But only God can create. That shows how ridiculous Reagan is.

_____ 4. Some people say the government should help bring about more equality in our society. But true equality is impossible and has always been impossible. So government help always fails. We're better off without it.

_____ 5. If the game was completed and it wasn't a tie or we didn't win, then we lost.

_____ 6. Believers in the iron law of supply and demand argued that the supply of goods had outstripped (was much greater than) the demand. But there was no evidence that the needs and wants of the majority of Americans had been satisfied.

_____ 7. The U. S. was justified in taking the Philippines. True, many Filipinos opposed U.S. control of the islands, but U.S. rule was much better than the Spanish rule the Filipinos had previously experienced.

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______ 8. Without slavery, the problems between the sections could probably have been worked out by the ordinary give-and-take of politics; with slavery, they became insoluble.

______ 9. Reformers who try to help the poor, such as Jane Addams, hurt our society. They never succeed in ending poverty, but they raise the hopes of the poor for a better life which the poor never get.

NR-2A NEW REPUBLIC

WORKSHEET

This worksheet will help you prepare for a debate on the causes of the War of 1812. The debate topic is:

> "Resolved: The United States was right to declare war on England in 1812."

Half the class will take the pro position (support the position that the U. S. was right to declare war), and half the class will take the con position (against the above statement).

Use the sources your teacher gives you to research the causes of the War of 1812 and explain why each shows that the U.S. was right or wrong to go to war in 1812. Then write in the source number or the title of other sources and pages from which you got your information. You may need this information to defend your claims during the debate.

CAUSE	SHOWS U. S. WAS RIGHT - EXPLAIN	SHOWS U. S. WAS NOT RIGHT - EXPLAIN	SOURCE AND PAGE
1. "Chesapeake" Incident	U. S. right - countries can't let warships from other countries fire on their own ships. War necessary.		

NR-2B NEW REPUBLIC

This worksheet will help you prepare for a debate on the causes of the War of 1812. You are to research, using the ten sources your teacher gives you or whatever other sources are assigned, and make a list of all the possible causes of the War. You are then to decide the most important cause of the War. You will recall that in cause and effect reasoning, the key question is: Is there a connection between the cause and the effect? You are to think about the connections between the causes and the War, and you are to judge how important those causes are.

CAUSE	NOTES ON HOW WELL IT CONNECTS TO ACTUALLY GOING TO WAR

NR-2B NEW REPUBLIC

SOURCES

(Summarized and rewritten by the author of this booklet)

#5: Report on the Indian Population of the Ohio Valley by Winthrop Wainwright, Director, Bureau of the Census.

According to the census of 1810, there are 3,036 Indians in the Ohio Valley, divided into six main tribes.

On the other hand, there are 230,760 whites in Ohio and a similar number in Kentucky. When one looks at these numbers, it is hard to see how anyone could think that there is a serious Indian danger.

The Indians are a threat to small isolated settlements, however. In 1810 there were 23 deaths reported in Ohio due to Indian raids, and over 1000 buildings destroyed by Indian attack.

The Indian problem, overall, is a result of white mistreatment of them. Indians are looked at by whites as little better than animals. They have their land taken from them and are hunted down and killed.

#6: Letter by Nicholas Smyth of Boston to the Editor of a New York newspaper.

New England has suffered greatly from the Embargo Act on England and now the Republicans want war with England. This will cause us to lose all our trade. The British navy and army are much stronger than ours. We have no chance of winning a war.

80% of the seamen and ocean shipping comes from New England. Yet, we don't cry for war; it is the fur dealer and land speculator in the West who want war so they can take Canada. How will the taking of Canada and the defeat of the Indians in the West solve our problems at sea?

France has also wronged us on the ocean, but we don't demand war with her. This is a war for the good of the western War Hawks, not English violation of our neutral shipping rights. The war will be a disastrous defeat for our country. It should be avoided.

#7: Report by Stephen Decatur, Commander, USS Constitution.

The British defeated the French fleet at the battle of Trafalgar and now control the sea almost uncontested. The conditions on British ships (with whippings, low pay, and dirty and dangerous conditions), however, are terrible. Desertions are at an all-time high. To correct this loss of needed nampower, the British have been stopping American merchant ships and searching for deserters.

The British claim the right to take (impress) only British citizens. However, in actual practice the British also often impress American citizens as well. Six thousand sailors claiming the protection of the American flag have in this way been kidnapped. British ships have continually violated American rights and have

#7: (continued)

shed American blood on the ocean.

Gentlemen, we have come to a point where we must decide. We must either surrender to England like slaves, or we must fight.

#8: Report by Commodore Barron of the USS Chesapeake.

On June 24, about eight miles off the coast of Norfolk, Virginia, the commander of the British warship Leopard demanded that he be allowed to search my ship for British deserters. I replied that since the Chesapeake was an American warship, I could not submit to a search. So at a range of only 150 yards, and without warning, the Leopard fired a broadside at us (all the cannons on one side of the ship fired), and continued firing for 15 minutes. Since we were in our own territorial waters and not at war, we were not ready to fight and were completely surprised.

We were forced to surrender. The British commander came on board our ship, looked over every man, and took four of my men back to the Leopard as deserters. They were all U.S. citizens. I understand that later one of these four men was hanged.

Our ship was greatly damaged by the attack, and three men were killed and 18 wounded.

We cannot allow attacks such as this to go unpunished. The respect of our flag, our people, and our country are at stake. We must not let attacks on our citizens go unanswered. This is an urgent matter, and we must take some action.

#9: George Cranfield, Admiral Commanding the British Navy in North America to the U.S. Congress

You (Congress) demand repayment and apology by Britain for the attack by the Leopard on the Chesapeake. Let me explain the present crisis.

Britain has been locked in a life-and-death struggle with France for the past twelve years. Napoleon's armies have defeated all the great powers (countries) of Europe; only England remains. The lives of all free peoples throughout the world hang in the balance.

You question the British right to violate your neutrality. You claim to favor no side, but your actions show you are not neutral. In 1803 you paid Napoleon $15,000,000 for the Louisiana territory. You knew Napoleon would use this money to help destroy England.

You presently sell $20,000,000 worth of war goods to France and her allies each year, and you make a lot of money by selling to both sides in the war. You are demanding that England remove the Orders in Council, and your western farmers want to take Canada from us. These are not the acts of neutrals!

#9: (continued)

You question our policy of impressment. We have the right, under international law, to search for and arrest deserters on the high seas. Recently your naval commanders allowed four of our deserters to sign up for your navy. They signed aboard the USS Chesapeake. The commander of the Chesapeake refused to give up the deserters, so we had no other choice but to open fire on the ship to retake the deserters by force.

Britain does not want war, but the U.S. seems to be intent on driving us to war. You trade with our enemies, you protect our deserters, you threaten to invade Canada, and you talk about declaring war on us. For the good of all English-speaking people, let us talk out our problems rather than fight a war.

#10: Report by William Henry Harrison, Governor of the Northwest Territory and Major General.

A time of crisis is upon us in the Northwest. The Indian chief, Tecumseh, is uniting numerous tribes into a great federation. My agents report that he is supplied with gifts and money by the British from Canada. If Tecumseh succeeds, we will be faced with an army of 20,000 braves.

As you know from an earlier report, our soldiers were attacked by at least 5,000 savages from Tecumseh's army at Tippecanoe Creek. Although we were caught by surprise, we defeated the Indians by the end of the day. After the battle, we found among the dead and wounded Indians 500 new English trade muskets and over a ton of the finest grade of English powder.

Indian captives (about twenty) said that men in red coats (British soldiers) supply them and pay them for white scalps. One captive had over $200 in English gold coins on his person, which he got for selling scalps of a white family.

Gentlemen, we must have a preventive war against Tecumseh's followers. To defeat the Indians we must drive the British from Canada. If we are to survive in the West, we must act quickly.

NR-3 NEW REPUBLIC

ANALYSIS SHEET OF ARGUMENTS IN "McCULLOCH V. MARYLAND"

A. What is the conclusion of: ("Therefore what?")

1. Argument 1:

2. Argument 4:

3. Argument 9:

4. Argument 10:

B. What is an assumption in: (In this worksheet "assumptions" are unproven and unstated, and you phrase them in general terms.)

5. Argument 2:

6. Argument 12:

C. What is the type of reasoning used in: (These are the five types of reasoning described in the "Guide to Critical Thinking:" proof, sample, comparison, cause and effect, and debating. Remember, one argument can be a combination of several types of reasoning.)

7. Argument 1:

8. Argument 3:

9. Argument 6:

10. Argument 7:

11. Argument 14:

D. Evaluate the reasoning in: (Use the key question for the type of reasoning you identify.)

12. **Argument 4:**

13. **Argument 7:**

E. What evidence is offered in: (Evidence is statements by witnesses, written documents, or objects.)

14. **Argument 5:**

15. **Argument 8:**

16. **Argument 11:**

NR-4 NEW REPUBLIC

WORKSHEET ON ECONOMIC CONCEPTS

ANSWER THE FOLLOWING QUESTIONS:

A. Suppose you were in the business of making wooden doors. Write down four or more things you would need to make your doors.

B. Suppose you obtain a machine to make the doors faster than people make them. How would this affect your cost to produce each door, assuming you could get the machine free?

C. Suppose the machine actually cost $10,000 to install and suppose the machine produced 10,000 doors. Calculate the cost per door for the machine. Now suppose the machine produced 100,000 doors. Calculate the cost per door for the machine.

Cost per door at
10,000 production______

Cost per door at
100,000 production______

D. In light of the above question (C), explain why you would rather have a larger market (ie., 100,000 customers) for your doors, than a smaller market (ie., 10,000 customers).

E. Suppose that when you went to the bank to borrow the $10,000 for the machine, the interest rate was 10%. If, when you went back to the bank, the interest rate was 20%, would you be more or less likely to borrow the money? Explain why?

F. Suppose someone, at no cost to you, built a road past your factory into a large city, which made delivering your doors to the city faster and easier. Explain how this might affect your business.

G. The above questions about factors (natural resources, capital, labor, management, market size, interest rates, and transportation) which affect the wooden door business can help you understand what makes a country's economy grow. For each of the pairs below, check off which of the items would be more likely to help the economy of a country grow:

Pair 1: More workers (labor) ______
Fewer workers (labor) ______

Pair 2: Smaller market ________
Larger market ________

Pair 3: More expensive transportation ______
Less expensive transportation ______

Pair 4: More money capital available (with more available interest rates would be lower) ___________
Less money capital available (higher interest rates) ___________

H. In what ways could the government help the economy expand? (Hint: Look at question G above.)

I. Remember that in order to do anything, the government needs money which it gets from taxes. Taxes reduce whatever is being taxed. For example, if workers are taxed, the market size is reduced, since the workers have less money to spend. If businesses are taxed, profits are reduced, making purchases of new machines less likely. In light of this disadvantage, should government take any role to help the economy expand?

The issues raised by the questions above are issues raised by Alexander Hamilton when he gave his Report on Manufacturers to Congress in 1791. Read it and answer the questions which follow it.

NR-4 NEW REPUBLIC

WORKSHEET ON FIXED AND VARIABLE COSTS

If you were in the business of making wooden doors, you might have the following costs, among others:

If you produce 10 doors per month:

Fixed costs per month:			
Heat	\$10.00		
Taxes	\$10.00		
Insurance	\$10.00		
Total Fixed Costs	\$30.00	\$30.00	Fixed cost per door $\frac{\$30.00}{10 \text{ doors}} = \boxed{\$3.00}$
Variable costs per month:			
Wood	\$10.00		
Labor	\$20.00		
Total Variable Costs	\$30.00	\$30.00	Variable cost per door $\frac{\$30.00}{10 \text{ doors}} = \$3.00$
Total cost to produce 10 doors =		\$60.00	
			Total cost to produce each door $\frac{\$60.00}{10 \text{ doors}} = \boxed{\$6.00}$

If you produce 100 doors per month:

Fixed costs per month:			
Heat	\$10.00		
Taxes	\$10.00		
Insurance	\$10.00		
Total Fixed Costs	\$30.00	\$ 30.00	Fixed costs per door $\frac{\$ 30.00}{100 \text{ doors}} = \boxed{\$ \ .30}$
Variable costs per month:			
Wood	\$100.00		
Labor	\$200.00		
Total Variable Costs	\$300.00	\$300.00	Variable cost per door $\frac{\$300.00}{100 \text{ doors}} = \$ 3.00$
Total cost to produce 100 doors =		\$330.00	
			Total cost to produce each door $\frac{\$330.00}{100 \text{ doors}} = \boxed{\$ 3.30}$

The reason the doors cost less to produce in the second example is because of the fixed costs. When you produce more, you spread the fixed costs (\$30.00) out among more doors, reducing the cost per door from \$3.00 to \$.30.

NR-4 NEW REPUBLIC

QUESTION SHEET FOR REPORT ON MANUFACTURERS

Please remember that the report which you just read is a summary of what Alexander Hamilton wrote. It was rewritten and reordered by the author of this booklet to make it understandable. In some parts ideas were added that Hamilton only implied, but did not say, in his report.

Answer the questions below for the Report on Manufacturers.

1. **What is the main point of the reading?**

2. **There is an important assumption in sentences XIII and XVI. What is it? Assess the assumption—do you think it is correct?**

3. **There is an assumption in sentences III and IV. What is it? Assess the assumption—do you think it is correct?**

4. **What type of reasoning is used in the following? How good is this reasoning according to the key questions?**

	Type of Reasoning	Key Question	How good the reasoning is. Any fallacies?
A. Paragraph 1:			
B. Sentences VI through X:			
C. Sentence XIII:			

NR-4 NEW REPUBLIC

5. What evidence is offered by the author (Mr. Hamilton) in paragraph 2?

6. Overall, how strong is this argument?

NR-4 NEW REPUBLIC

REPORT ON MANUFACTURERS

by Alexander Hamilton

(I) Countries which depend on agriculture for their wealth and exports will not achieve economic growth. (II) These countries will continually have to import more expensive manufactured goods from industrialized countries. (III) Since their imports would be more expensive than their exports, the agricultural countries would lose gold and silver to pay for the extra cost of the imports. (IV) Thus, they would not have the economic and military strength to survive.

(V) In the United States today (1791) manufacturing is not developed—we are too dependent upon agriculture. (VI) There are several reasons for this. (VII) First, the size of our market is too small to make it profitable for large manufacturing businesses to start up. (VIII) For, to operate an efficient and profitable manufacturing business, it has to be large enough to produce a large number of items, which reduces the cost of each item produced. (IX) Second, there is a scarcity (not enough) of skilled labor, because people continually move West, instead of staying in the East to work in factories. (X) Also, there is a scarcity of capital (money) in the U. S. (XI) The result of these scarcities is the prices for labor and capital are very high, much higher than in European countries, such as in England. (XII) This then allows England to produce manufactured goods much more cheaply than the U. S., and so English manufactured goods sell in America, and Americans depend on agriculture alone, rather than compete in manufactured goods, also.

(XIII) Since U. S. businesses cannot compete in manufactured goods because of the small market and lack of skilled labor and capital in this country, it is necessary for the U. S. Government to step in to help our companies to have a fair chance to compete. (XIV) The Government can adopt tariffs to protect our infant industries. (XV) It can also give businesses subsidies (government aid) to make up for the high costs of labor and capital, and it can improve the transportation system to enlarge the U. S. market. (XVI) It must be remembered the European governments already aid their businesses, so to compete fairly, U. S. businesses will also need government aid. (XVII) The benefits of government help to business will be widespread. (XVIII) The country will move into manufacturing and as a consequence will prosper, grow, and become one of the powerful nations of the world.

NR-4 NEW REPUBLIC

REPORT ON INDUSTRIAL POLICY FOR THE 1980'S

(I) Recently cheap foreign imports have been taking over more and more of the American market, reducing the sales of American businesses, and causing staggering levels of unemployment. (II) Increasing imports into the U. S. of Japanese cars and specialty steel serve as just two examples of this increasing trend. (III) Financial losses and high unemployment in the auto and steel industries in the U. S. are well known. (IV) What we need is government help to make American businesses more competitive with foreign companies. (V) After all, it is government help in those countries which gives their companies the edge over ours. (VI) The Japanese government ministry for industrial planning (called MITI) has had many successes in the 1950's, 1960's and 1970's in helping key Japanese industries expand and grow. (VII) MITI forecasts future economic trends and gives expert advice to businesses which they are free to accept or reject. (VIII) One bit of advice it gave was to the steel industry to switch to specialty steel, which helped the industry expand tremendously. (IX) The Japanese government also limits foreign competition in Japan and targets promising growth industries with subsidies (government aid).

(X) Meanwhile, the U. S. Government does little to correct the situation and put American companies on a more equal competitive footing. (XI) We already have some government help for business in the defense and space industries, but it is not overall aid and planning for the industrial economy. (XII) When are we going to wake up and take some serious action to restore our industries to a competitive position in the world?

J-2 JACKSON

This worksheet will help you prepare for a debate on Andrew Jackson. The debate topic is:

> "Resolved: Andrew Jackson was a good president who was good for the United States."

Half the class will take the pro position (supporting the above statement) and half the class will take the con position (opposing the statement).

Fill in the worksheet with issues related to Jackson as president and what it shows in favor of him and against him. Then write in the source and page from which you got your information. You may need this information to defend your claims during the debate.

Issue	What it shows in favor of Jackson	What it shows against Jackson	Source and page
1. Spoils system	It helped get new people into the government. It made the government more democratic.	It removed qualified and experienced officials from the government.	

J-3A JACKSON

What Do You Think?

A. Should New York have a tariff on the following products? Assume that the questions are for today.

Should Have a Tariff	Should Not Have a Tariff	Product and Area	Reasons for Your Choice
1.		Steel from Pittsburgh	
2.		Beer from Milwaukee	
3.		Beef from Texas	
4.		Grapes from California	
5.		Cars from Detroit	
6.		Corn from Iowa	

7. Are there advantages to our country in having different areas of the country specialize in producing specific products for sale to the country as a whole? Are there disadvantages?

B. Should the U. S. have a tariff on the following products? Assume that the questions are for today.

Should Have a Tariff	Should Not Have a Tariff	Product and Area	Reasons for Your Choice
8.		Radios from Japan	
9.		Oil from Saudi Arabia	
10.		Cars from Germany	
11.		Cars from Japan	
12.		Lumber from Canada	

13. Are there advantages to our country in having foreign nations produce some products while we specialize in other products and trade for the ones they produce? Are there disadvantages?

14. If your answers to questions 7 and 13 are different, why are they different?

C. In 1828 should the U. S. have had a tariff on manufactured goods imported from England? Give the reasons for your answer:

15.

D. How is the case in C (U. S. and England in 1828) similar to or different from the case in B (U. S. and countries today)?

16.

E. The Tariff of 1828 put very high taxes (called "duties") on many products coming into the U. S. Why do you think the Tariff was passed?

17.

F. The Southern States were very much opposed to the Tariff of 1828, calling it the "Tariff of Abominations." Why do you think they were so opposed to it?

18.

G. From the example of the Tariff of 1828, do you think pure economic thinking is an important factor in the considerations of political leaders?

19.

J-3B JACKSON

An Argument Favoring the Tariff

(A Hypothetical Argument)

The United States needs a tariff to protect our industries from foreign competition. Foreign competitors can undersell many of our companies because they pay their workers less. The result is that our companies lose business and lay off American workers. Unemployment goes up, and the country is worse off. We need to protect our industries so that our manufacturing increases. It is manufacturing which will make our country great.

According to the principle of comparative advantage, explain what is wrong with the argument above.

J-3B JACKSON

Question Sheet for Protest Against the 1828 Tariff

A. What is the main point of this reading?

1.

B. With which statements would the authors of this reading agree?

Agree	Disagree	Statement
2.		Monopolies are bad.
3.		Government help for businesses which are failing is a good idea.
4.		Importing too many foreign products is bad.
5.		Equal competition in the marketplace effectively protects consumers from high prices.
6.		The government should regulate business in order to protect consumers.
7.		Farmers are being hurt by the 1828 tariff.
8.		A tax on alcohol is a good idea.
9.		The government can be used for the benefit of one group while it hurts other groups.
10.		Protest can bring about change and reform.

C. What evidence is offered to support this argument?

S-1 SLAVERY

WORKSHEET

A. Write out the main point of this argument.

B. Tell what a possible fallacy is in each of the sections in this reading: (or no fallacy) (See pages 16-21 in your "Guide to Critical Thinking.")

I.

II.

III.

IV.

V.

VI.

VII.

VIII.

IX.

C. Suppose that Fitzhugh is correct in observing that in the South the Negro acts like a grown-up child (III), he is improvident (IV), and he is dull acting (VII). There is still something wrong in concluding that the Negro is better off with a master to control and watch over him. What is wrong?

D. In which sentence(s) (or none) is evidence offered?

E. How could Fitzhugh write something like "In Defense of Slavery"?

S-2 SLAVERY

WORKSHEET

A. Write out the main point of this argument:

B. For each of the following sentences list the primary type of reasoning used and the key question and explain how well the author answers the key question:

Sentence	Reasoning	Key Question	How Well Answered
III			
IV			
V			

C. List two things in which this author believes:

D. In which sentence(s) (or none) is evidence offered?

E. Suppose in subsequent days that the author did present testimony to prove his point. Suppose that witnesses testified to fifty separate cases of owners being cruel to slaves. How convincing is this evidence?

F. How does this author view slaveholders?

G. Suppose this author does produce slaveholders who say that owners were cruel to slaves. How strong would this evidence be?

S-3A SLAVERY

QUESTION SHEET ON THE HISTORIANS

Historian A:

1. What is the conclusion of Historian A?

_______ 2. What is an unstated assumption which Historian A makes?
A. Slaves worked hard.
B. The diet was high in calories.
C. Corn and pork are not high in vitamins and minerals.
D. When someone is fed a monotonous diet, he/she will work hard.

_______ 3. What two types of reasoning does Historian A use to reach his/her conclusions?
A. Comparison C. Cause and Effect
B. Sample D. Proof E. Debating

Historian B:

4. What is the main point of Historian B?

_______ 5. What type of reasoning is Historian B mainly using in the first two sentences? (Hint: Look for a cue word.)
A. Comparison C. Cause and Effect
B. Sample D. Proof E. Debating

_______ 6. What fallacy does Historian B commit in the second sentence? (Look in your "Guide to Critical Thinking," pp. 16-21 for fallacies.)
A. Unrepresentative sample C. Correlation as Cause
B. Appeal to the Golden Mean D. Straw Man
E. False Scenario

7. Suppose it is true, as in sentence III, that many foods other than corn and pork are mentioned in plantation documents. State in your own words what might still be wrong with this reasoning.

8. One type of reasoning used in sentences VII and VIII is sample. Write below the other type used, the key question for it, and explain how well Historian B answers the key question:

Type of Reasoning	Key Question	How Well Answered

S-3A SLAVERY

QUESTION SHEET ON THE HISTORIANS

Historian C:

9. What is the main point of Historian C?

10. In sentences IV and V, Historian C uses an interesting line of reasoning. List the type of reasoning, the key question for it, and explain how well Historian C answers the key question:

Type of Reasoning	Key Question	How Well Answered

11. What is the type of reasoning, key question and how well Historian C answers this question in sentence X on pica (dirt eating)?

Type of Reasoning	Key Question	How Well Answered

12. In sentence XII Historian C states that slaves did not get enough calcium, magnesium, vitamin D, and iron. This is why Historian C concludes that slaves had a poor nutritional diet. Suppose you found the following information. Explain what this information shows about whether slaves had a poor nutritional diet.

Suppose you found:	What it shows about a poor nutritional slave diet
A. Vitamin D is absorbed mainly from the sun. In the 1700's and 1800's it would have been nearly impossible for anyone to get enough vitamin D from food. Black pigmentation reduces the vitamin D absorbed from the sun.	A.
B. Slaves ate a very large amount of molasses. Molasses is high in iron.	B.

S-3A SLAVERY

QUESTION SHEET ON THE HISTORIANS

12. (Continued)

Suppose you found:	What it shows about a poor nutritional slave diet
C. It is unusual for people not to get enough magnesium from food. About the only way not to get enough is not to eat food. Alcoholics sometimes have magnesium deficiency (called the "DT's") because they eat almost no food. One meal per day is enough to prevent magnesium deficiency.	C.
D. Blacks suffer from lactose intolerance. This causes them to get sick when they drink animal milk. Thus, they don't drink animal milk. Without drinking animal milk it would be very difficult to get enough calcium.	D.
E. A deficiency of calcium and vitamin D causes poor absorption of all other nutrients. Thus, people could be eating foods high in nutrients but not actually be taking in the nutrients due to lack of calcium and vitamin D.	E.

Historian D:

13. Which of the other three historians does Historian D support?

14. Historian D uses a smaller sample in terms of area (only two states) and in terms of time (only 60 years) to reach his conclusions. What is one disadvantage and one advantage of this smaller sample?

Disadvantage	Advantage

S-3A SLAVERY

QUESTION SHEET ON THE HISTORIANS

General Questions:

15. On what point do the four historians agree?

16. List the skills or knowledge which these historians needed in order to study this topic:

17. Make a hypothesis about whether slaves were well fed in terms of the following. Are you more certain of one than the other? Why?

Topic	Hypothesis	Certainty
A. Calories		
B. Nutrients		

18. On this topic of the slave diet, do you think we are getting closer to or further from the truth as time passes and more studies are done?

19. To what extent is history objective?

20. What are the standards of excellence in history? List at least two:

S-3B SLAVERY

1. In (I), does the fact that four historians from different times agree that slaves were fed mainly the same thing strengthen that point of view?

2. In (II), what is the conclusion?

3. _________ In (II), what is the possible fallacy in this argument? (See pp. 10, 16-21 in your "Guide.")
   - A. Attacking the arguer
   - B. Equivocation
   - C. Single cause
   - D. False analogy
   - E. No error

4. In (III), how good is the argument that slaves were well fed since plantation documents include many other foods beside corn and pork? Are you convinced by it?

5. In (III), how good is the residual method (figuring out what's left over) in calculating the slave diet? Are there possible weaknesses in it?

6. In (III), what is the main point?

7. In (IV), what is the main point?

8. In (IV) how significant are this historian's attacks on Historians F & G?
    A. First: foods mentioned in plantation documents:

    B. Second: use of conversion tables from 1900:

    C. Third: The sample of plantations:

    D. Fourth: Food fed to animals:

9. In (IV), how well does Historian H back up his contention that slaves did, in fact, eat a monotonous diet of corn and pork?

10. In (IV), this historian attacks the thesis of Historians F & G. What do you notice of that thesis that Historian H actually does not disprove, but supports?

11. In (V), in the third paragraph Historians F & G ask a question regarding Historian H's findings. How important is this question?

12. In (V), Historians F & G use the diet proposed by Historian H to show that even that was nutritious. How good is this technique?

13. In (V), Historians F & G argue that Historian H's assumption was wrong that slaves ate only the ten foods on the list that were allotted them by their owners. They contend slaves ate many other foods. How convincing is this argument?

14. In (V), how well did Historians F & G defend their theory?

15. In (VI), these historians try a new perspective to evaluate the nutritional status of the slave diet.
____ What type of reasoning is it?
   A. Analogy   D. Proof
   B. Generalization   E. Debating
   C. Cause & effect

16. In (VI), these historians contend that slaves were deficient in four nutrients. How good is this argument, and how much does it weaken Historians F & G's theory?

17. In (VI), suppose that it is true that pica patients treated with calcium, magnesium, potassium and iron stop eating dirt. How convincing is this evidence that it is a deficiency of these nutrients which causes pica?

18. In (VII), these historians overcome a defect in all the previous interpretations. It's in the first sentence. What is it?

19. In (VII), what is the conclusion and which other view does this one support?

20. What skills or knowledge did these historians need in order to study this topic?

21. Make a hypothesis about whether slaves were well fed in terms of calories. How certain are you of this hypothesis?

22. Make a hypothesis about whether slaves were well fed in terms of nutrients. How certain are you of this hypothesis?

23. Why do you suppose some historians (such as F & G, I & J, and K, L, & M) work in groups?

24. On this topic of the slave diet, do you think we are getting closer to or further from the truth?

25. To what extent is history objective?

26. To what extent does history have standards of excellence, correct techniques?

27. Does our knowledge of history expand as time goes on, or do we get more confused? Why or why not?

Uncle Tom's Cabin, pp. 353, 364-66. (Uncle Tom and some other slaves are riding with their new owner, Simon Legree, to his plantation.)

"Ye see what ye'd get!" said (Simon) Legree, caressing the dogs with grim satisfaction, and turning to Tom and his companions. "Ye see what ye'd get, if ye try to run off. These yer dogs has been raised to track niggers; and they'd jest as soon chaw one of ye up as eat their supper. So mind yerself!" . . . .

These two colored men (Sambo and Quimbo) were the two principal hands on the plantation. Legree had trained them in savageness and brutality as systematically as he had his bulldogs; and by long practice in hardness and cruelty, brought their whole nature to about the same range of capacities . . . .

(At the end of the day the slaves are bringing in the cotton they picked to be weighed.)

Slowly the weary, dispirited creatures wound their way into the room, and, with crouching reluctance, presented their baskets to be weighed.

Legree noted on a slate, on the side of which was pasted a list of names, the amount.

Tom's basket was weighed and approved; and he looked with an anxious glance, for the success of the woman he had befriended.

Tottering with weakness, she came forward, and delivered her basket. It was full weight, as Legree well perceived; but, affecting anger, he said,

"What, you lazy beast! Short again! Stand aside, you'll catch it, pretty soon!"

The woman gave a groan of utter despair, and sat on a board . . . .

"And now," said Legree, "come here, you Tom. You see, I telled ye I didn't buy ye jest for the common work; I mean to promote ye, and make a driver of ye; and to-night ye may jest as well begin to get yer hand in. Now, ye jest take this yer gal and flog her; ye've seen enough on't to know how."

"I beg Mas'rs pardon," said Tom, "hopes Mas'r won't set me at that. It's what I an't used to--never did--and can't do, no way possible. . . . .I'm willin' to work night and day, and work while there's life and breath in me; but this yer thing I can't feel it right to do;---and, Mas'r, I never shall do it---never!"

Legree looked stupefied and confounded; but at last burst forth,---

"What! ye blasted black beast! Tell me ye don't think it right to do what I tell ye! What have any of you cussed cattle to do with thinking what's right!. . . Here, you rascal, you make believe to be so pious---didn't you never hear, out of yer Bible, 'servants, obey your masters?' An't I yer master? Didn't I pay down twelve hundred dollars, cash, for all there is inside yer old cussed black shell?

An't yer mine, now, body and soul?" he said, giving Tom a violent kick with his heavy boot; "tell me!"

"No! No! No! my soul an't yours, Mas'r! You haven't bought it,---ye can't buy it! It's been bought and paid for, by one that is able to keep it; no matter, no matter, you can't harm me."

"I can't!" said Legree, with a sneer; "we'll see--we'll see! Here, Sambo, Quimbo, give this dog such a breakin' in as he won't get over, this month!"

The two gigantic Negroes that now laid hold of Tom, with fiendish exultation in their faces, might have formed no unapt personification of powers of darkness. The poor woman screamed with apprehension, and all rose, as by a general impulse, while they dragged him unresisting from the place.

S-4A SLAVERY

WORKSHEET FOR HISTORIANS

Historian A:

______ 1. What is the main point of Historian A's argument?
- A. Slavery in the U. S. was very bad, similar to a concentration camp in some ways.
- B. Slaves had no rights in the U. S.
- C. Slaves were passive - they had "Sambo" personalities.
- D. There were few revolts in U. S. slavery.

2. Look at footnote 1. How can you tell if it is a primary or secondary source? Is this a primary source?

3. Evaluate footnote 3. Overall, how strong is it?

P -

R -

O -

P -

Overall -

4. List the type of reasoning, key question, and how strong the reasoning is, in

	Type of Reasoning	Key Question	How strong
A. Sentence III			
B. Sentence IV			
C. Sentence XII			

______ 5. Suppose you learned that slaves in Latin America (Cuba, Haiti, and Brazil, for example) were beaten by their masters more frequently than were slaves in the U. S. This information would:
- A. Strengthen Historian A's argument.
- B. Weaken Historian A's argument.
- C. Strengthen and weaken Historian A's argument.
- D. Not affect Historian A's argument - it is irrelevant.

S-4A SLAVERY

WORKSHEET FOR HISTORIANS

6. Overall, how strong is Historian A's argument?

Historian B:

_______ 7. What is the main point of Historian B's argument?
   A. American slaves were treated brutally and deprived of the necessities of life.
   B. Slavery was not that bad. Slaves were treated well by their masters.
   C. This viewpoint is stronger because, using computers, it has used more information.
   D. Slavery in America was more efficient than slavery in other countries and more efficient than agriculture in the North.

8. What is the primary type of reasoning used by Historian B in:
   A. Sentences II-IV?

   B. Sentence V?

   C. Sentence XIII?

9. Look at Historian B's footnotes and answer these questions:
   A. What question would you ask about footnote 1 in order to evaluate it?

   B. Historian B argues in sentence XII that slave housing had more sleeping space than housing for free workers in New York City in 1893. Does the footnote show the housing for free workers in general?

   C. In sentence XV and footnote 3, Historian B argues that slaves were not whipped very often by showing statistics (numbers) from Barrow Plantation. What is possibly wrong with these statistics?

   D. In sentences XVII and XIX and footnote 4, Historian B compares slave output to free output. What is a possible weakness in this argument? (Relevant information: The growing season in the South is longer than in the North.)

_______ 10. In sentences XXIV and XXV, Historian B argues that slavery wasn't that bad by showing the effect that being freed had on them. What is the fallacy in this argument? (Look in the "Guide")
   A. Prevalent Proof (p.20)
   B. Correlation as Cause (p.18)
   C. Stereotyping (p.16)
   D. Appeal to the Golden Mean (p.19)
   E. Attacking the Arguer (p.21)

S-4A SLAVERY

WORKSHEET FOR HISTORIANS

_______ 11. What is the fallacy in sentence VII? (Look in the "Guide")
A. Either/Or (p.20)
B. Single Cause (p.17)
C. Stereotyping (p.16)
D. Numbers (p.19)
E. Negative Proof (p.18)

12. What is a possible problem in sentence VIII?

_______ 13. What is a possible fallacy in sentence XIV? (Look in the "Guide")
A. Preceding Event as Cause (p.17)
B. False Scenario (p.20)
C. Straw Man (p.21)
D. Special Pleading (p.17)
E. Appeal to Irrelevant Outcome (p.21)

14. Overall, how strong is Historian B's argument?

S-4B SLAVERY

Comments on the Books (from the covers)

Historian A

1. "This book is bold and original. It fearlessly employs the methods and materials of history, economics, anthropology, and social psychology." John Hope Franklin, Massachusetts Review.

2. "There is no other word for this book but brilliant." Louis Filler, The Ohio Historical Quarterly.

3. "(The author) has now demonstrated how old and well-worked subjects can become excitingly new...a book of capital importance." The Virginia Quarterly Review.

4. "Probably the most useful single book on slavery to appear in 50 years." British Journal of Sociology.

Historian B

1. "Doubly welcome, both for its intrinsic worth in describing slavery as it must have been for those 'inside' and for its meaning for scholarship----based largely on the autobiographies of fugitive slaves and survivors of slavery, (this book) shatters the notion that slaves were molded by a common experience into a common mold of shuffling subserviency----a book all American historians could read with profit." Willie Lee Rose, the John Hopkins University, in The Journal of American History.

2. "This is the volume on American Slavery that students are soon likely to find as required reading---(The author) has done more than anyone else to penetrate the life and mind of the slave community...." Walter B. Weare, University of Wisconsin, in Civil War History.

3. "A sober and sane treatment of an aspect of Negro slavery which has usually been neglected and distorted." Kenneth Wiggins Porter, Arizona State University, in The Journal of Southern History.

Historian C

1. "If a more important book about American history has been published in the last decade, I don't know about it. (This book) is at once a jarring attack on the methods and conclusions of traditional scholarship and a lucid, highly readable analysis of the special American problem-black slavery. It isn't going to make anyone with an established interest in the subject very happy, but then, that's the point.....(The authors) have with one stroke turned around a whole field of interpretation and exposed the frailty of history done without science." Peter Passell, New York Times Book Review.

2. "When I first heard of (this book), my reaction to it was: 'Even if it's true, I won't believe it.' Now that I have read the text, I am convinced and ready to believe it." Louis Gottschall.

3. "Detailed, absorbing and exceedingly controversial. I wouldn't think that any person who pretends to knowledge of the time and region could possibly ignore it." John Kenneth Galbraith.

4. "(The authors') startling conclusions are bound to provoke continuing controversy----(the book) is certain to influence discussions of slavery for a long time to come." David Brion Davis.

5. "It is absolutely stunning, quite simply the most exciting and provocative book I've read in years-----It will stand out as a remarkable achievement." Stephen Albert Thernstrom.

S-4B SLAVERY

WORKSHEET FOR HISTORIANS

Historian A:

1. What is the main point of Historian A's argument?

2. In paragraph 2 Historian A uses a type of reasoning which he then tries to prove in the next three paragraphs. List below the type of reasoning, the key question, and how well Historian A answers the question:

   Reasoning type:

   Key Question:

   How Well Answered:

3. What is the type of reasoning that is primarily used in paragraph 12? How good is it?

4. In paragraph 8 Historian A says that since there is no evidence of the Sambo personality in Latin America, the Sambo personality must not have existed. What is the possible fallacy here? (Look in your "Guide to Critical Thinking.")

5. A point which is crucial to Historian A's argument is the existence of the Sambo personality among slaves in the U. S. (paragraph 7). If he can show that a high percentage of slaves were Samboes, then he has support that slave personalities were crushed by slavery. If he cannot show that Sambo was common, then many of his other points collapse as well. How well does Historian A establish that the Sambo personality existed?

6. Evaluate any one piece of evidence for Historian A:

7. Overall, how strong is Historian A's evidence?

S-4B SLAVERY

WORKSHEET FOR HISTORIANS

Historian B:

8. What is the main point of Historian B?

_____ 9. How does Historian B's argument compare with Historian A's argument?
   - A. He tries to back up Historian A's argument.
   - B. He supports most of Historian A's argument.
   - C. He doesn't support or attack Historian A's argument.
   - D. He attacks one or two of Historian A's minor points.
   - E. He attacks Historian A's basic argument.

10. Put a check on the line next to each statement from Historian B which supports the argument that slaves had minds of their own, rather than infantile personalities:

_______ A. Slaves had their own recreation and religion.

_______ B. Slaves frequently ran away.

_______ C. Slaves were frequently whipped.

_______ D. There were fewer slave revolts in the U. S. than in Latin America.

11. In paragraph 8 Historian B tries to show that the reason there were fewer slave revolts in the U. S. was not due to more passive personalities among U. S. slaves. How well does he prove this point?

12. In paragraph 14, Historian B says,"32.4% of marriages were broken by masters due to sales."[26] List below the main type of reasoning used, the key question, and how well Historian B answers the question. You can better figure out the type of reasoning by looking at footnote 26.

Reasoning type:

Key Question:

How Well Answered:

13. Are most of Historian B's sources primary or secondary?

14. Evaluate the evidence in:

A. Footnote 2:

B. Footnote 29:

S-4B SLAVERY

WORKSHEET FOR HISTORIANS

Historian C:

15. What is the main point of Historian C?

_______ 16. What type of reasoning does Historian C use in paragraph 2?
A. Comparison (analogy)
B. Sample (generalization)
C. Cause and Effect
D. Proof
E. Debating

17. In paragraph 3:

A. What type of reasoning is the first sentence ("Previous historians...")?

B. What is possibly wrong with the second sentence ("This book...")?

C. What is the possible fallacy in the third and fourth sentences ("The book...")? (Look under proof fallacies in your "Guide.")

18. Assume the evidence for paragraph 7 is true and accurate. What is a possible problem with it? (Hint: It has to do with the type of reasoning used.)

19. Look at the evidence in footnote 7 for paragraph 8 along with the relevant information. What fallacy does Historian C seem to have committed here? (Use your "Guide".)

20. In paragraph 12, Historian C argues that most slaves (84%) were not sold but rather were moved with their owners. Thus, he concludes, most slave families were not broken by being moved. What is an important assumption which Historian C makes here? (Hint: Look at the relevant information for footnote 10.)

21. In footnote 12, Historian C uses Anne Arundel County, Maryland to show that slave families in the South before the Civil War were not frequently destroyed (separated) by sale. What might be wrong with this reasoning?

22. Look at the relevant information for footnote 12. According to this information, what is wrong with Anne Arundel County as an example of slave sales?

S-4B SLAVERY

WORKSHEET FOR HISTORIANS

Historian C:

23. In paragraph 17, Historian C says, "The common belief that all slaves were menial laborers is false." List below the primary type of reasoning used, the key question, and how well the question is answered: (Hint: Look at the relevant information.)

    Type of Reasoning:

    Key Question:

    How Well Answered:

24. Footnote 14 supports the argument that many slaves were more than menial laborers. What is a possible weakness in this evidence?

25. In paragraph 18, Historian C argues that slaves were not whipped very often by showing that on Barrow Plantation there were only 0.7 whippings per slave per year. What is possibly wrong with this argument?

26. In paragraph 20, the author argues that slaves were just as, or more efficient than, Northern free white workers. List below the main type of reasoning used, the key question, and how well the question is answered:

    Reasoning type:

    Key Question:

    How Well Answered:

27. In the last sentence in paragraph 20, what is the possible fallacy? (Use your "Guide.")

Overall:

28. Which of the three viewpoints is strongest, and why?

CW-2A CIVIL WAR

WORKSHEET

HISTORIAN A:

_______ 1. The main point of Historian A's argument is:
A. Plantation owners needed slavery.
B. Abolitionists were willing to fight to end slavery.
C. Slaveholders and abolitionists wouldn't compromise.
D. The primary cause of the Civil War was slavery.

_______ 2. What is a value word in Historian A's argument?
A. slavery
B. economic system
C. cruel
D. disagreed

_______ 3. What evidence is offered by Historian A to support his/her argument? (Statement by a witness, written document, or object.)
A. Plantation owners needed slavery.
B. Abolitionists were willing to fight to end slavery.
C. Uncle Tom's Cabin showed slavery as cruel.
D. Slaveholders and abolitionists wouldn't compromise.

4. List two pieces of factual information given in this argument:

A.

B.

_______ 5. What type of reasoning does Historian A use in sentence II when he/she says, "Many people in the North were against slavery"?
A. comparison
B. sample
C. cause and effect
D. proof
E. debating

_______ 6. How does the following information affect Historian A's argument?
- Many Northern workers did not want slavery abolished.
- Radical abolitionists were a very small minority of all the people in the North, and they were unpopular in the North.
- William Lloyd Garrison's newspaper, The Liberator, sold only about 5,000 copies per week.

A. The information supports Historian A's argument.
B. The information weakens Historian A's argument.
C. The information both supports and weakens Historian A's argument.
D. The information does not affect Historian A's argument—it is irrelevant.

_______ 7. How does the following information affect Historian A's argument?
- In the South, abolitionist ideas and books were excluded from education, and no one dared criticize slavery in any way.
- After Nat Turner's Rebellion in 1831, some Southern states offered a reward for the capture of Garrison, dead or alive.

A. The information supports Historian A's argument.
B. The information weakens Historian A's argument.
C. The information both supports and weakens Historian A's argument.
D. The information does not affect Historian A's argument—it is irrelevant.

CW-2A CIVIL WAR

WORKSHEET

HISTORIAN A (continued):

8. How strong is Historian A's argument?

HISTORIAN B:

_______ 9. What is the main point of Historian B's argument?
- A. No major political party ever proposed the abolition of slavery.
- B. The main cause of the Civil War was the struggle of the North and South over the Western territories.
- C. The Missouri Compromise was a struggle between the North and South over keeping the same number of states in the West.
- D. The election of Abraham Lincoln caused the South to secede from the Union.

_______ 10. What type of reasoning does Historian B use in sentence I?

A. comparison C. cause and effect
B. sample D. proof E. debating

_______ 11. The rest of the first paragraph (sentences II-VI) is an effort to show that the issue of slavery was not the main cause of the Civil War. How strong is this effort?
- A. It is strong—it shows slavery probably wasn't the main cause.
- B. It is fair—there are other ways to explain why political parties didn't propose abolition, but this explanation is reasonable.
- C. It is weak—it is not a good explanation.
- D. It is very weak—this reasoning is ridiculous.

_______ 12. In which sentence is evidence offered to support Historian B's argument?

A. VIII C. XVI
B. XV D. XVII E. XX

13. What factual information does Historian B use to back up his/her argument about the struggle over the Western territories being the key to the Civil War? List four of them below:

A.

B.

C.

D.

_______ 14. What type of reasoning is used in sentence XV?

A. comparison C. cause and effect
B. sample D. debating

WORKSHEET

HISTORIAN B (continued):

15. What do you need to know to better assess sentence XV?

_______ 16. What is a word which needs to be more clearly defined in Sentence XIII?
A. act C. territories
B. slavery D. angered

_______ 17. What is a word which makes a value judgment?
A. candidates C. votes
B. only D. elections

_______ 18. Which viewpoint, Historian A's or Historian B's, is stronger?

CW-2B CIVIL WAR

WORKSHEET ON THUCYDIDES

Thucydides was a historian who wrote about a great war in Ancient Greece. Read the excerpt below, from History of the Peloponnesian War, Book I, page 25, and answer the questions which follow:

> War began when the Athenians and the Peloponnesians broke the Thirty Years Truce which had been made after the capture of Euboea. As to the reasons why they broke the truce, I propose first to give an account of the causes of complaint which they had against each other and of specific instances (times) where their interests clashed; this is in order that there should be no doubt in anyone's mind about what led to this great war falling upon the Hellenes (Greeks). But the real reason for the war is, in my opinion, most likely to be disguised by such an argument. What made war inevitable was the growth of Athenian power and the fear which this caused in Sparta. As for the reasons for breaking the truce and declaring war which were openly expressed by each side, they are as follows.

QUESTIONS:

A. Check off the statements with which Thucydides would probably have agreed:

_______ 1. Events have a number of causes.

_______ 2. Men do not control events. Fate or the gods punish and reward people.

_______ 3. Causes can be ranked by order of importance.

_______ 4. War is inevitable.

_______ 5. This war had political and economic causes.

B. To what extent do you agree with Thucydides' view of history? Explain:

CW-2B CIVIL WAR

RELEVANT INFORMATION

1. William Lloyd Garrison supported immediate abolition with no compensation (payment for the loss of the slaves) to the slaveowners.

2. Garrison's newspaper, The Liberator, sold only about 5000 copies per week.

3. Southern planters owed Northern bankers about $300,000,000 which would not be paid if civil war broke out.

4. Radical abolitionists were a very small percentage of the total Northern population.

5. Other newspapers in the North and South quoted The Liberator freely, spreading its influence much further than its own readers.

6. After Nat Turner's Rebellion in 1831, some Southern states offered a reward for the capture of Garrison, dead or alive.

7. Mobs in the North sometimes attacked abolitionists, because they hated what the abolitionists were saying.

8. Many Northern workers did not want slavery abolished. They thought the freed slaves would come North looking for work, which would lower workers' wages and cause higher unemployment among white workers.

CW-2B CIVIL WAR

WORKSHEET

HISTORIAN A:

1. What is the main point of Historian A's argument?

2. What is one word which makes a value judgment in Historian A's argument?

3. What type of reasoning is Historian A using when he says in sentence VII, "many Northerners disliked the fugitive slave law"?

4. What evidence is offered by Historian A to support his argument?

5. How does the relevant information affect Historian A's viewpoint?

6. Other than the question of how much evidence Historian A actually has to support his viewpoint, what is a central question which you would want answered to assess how good his argument is?

HISTORIAN B:

7. What is the main point of Historian B's argument?

8. What is the assumption in sentence XII? How strong is this assumption? (See pp. 10-11 in your "Guide" for help on assumptions.)

9. The fourth paragraph (sentences IX-XIV) is primarily what type of reasoning? How strong is his reasoning?

CW-2B CIVIL WAR

WORKSHEET

HISTORIAN B (continued):

______10. In sentences XX-XXV, Historian B argues that in the 1850's the South controlled the national government which led to pro-Southern decisions in that decade. What is a possible fallacy in this reasoning?

A. Ad Hominem C. Correlation as cause
B. Numbers D. Either/or E. False scenario

11. What evidence is offered by Historian B to support his argument?

12. How does the relevant information affect Historian B's viewpoint?

HISTORIAN C:

13. What is the main point of Historian C's argument?

14. What type of reasoning does Historian C use in sentences V-VII?

15. What type of reasoning does Historian C use in sentence IX? How strong is this reasoning? (You have to read the whole argument to answer this question.)

16. In the second paragraph, Historian C argues that the Civil War was not inevitable--it had no sufficient causes. What does this historian do in paragraphs 3, 4, 5, 6, and 7 to support this argument? (Hint: it has to do with a type of reasoning. See pages 12-15 in your "Guide.")

17. What is the main type of reasoning that Historian C uses in sentences XVI-XVII? How strong is this reasoning?

CW-2B CIVIL WAR

WORKSHEET

HISTORIAN C (continued):

18. What is the weakness in sentence XXXIII?

_______ 19. What are two possible fallacies in sentences XXXVI and XXXVII?

A. Ad Hominem	D. Unrepresentative sample
B. Negative proof	E. Appeal to Irrelevant Outcome
C. Appeal to authority	F. Straw man

20. How does the relevant information affect Historian D's viewpoint?

HISTORIAN D:

21. What is the main point of Historian D's argument?

22. What is the basic type of reasoning used in Historian D's argument?

23. What type of reasoning does Historian D use, and how strong is it, in:
A. Sentence VIII?

B. Sentence XV?

24. Suppose you found that the profit rates for slave crops (for example, cotton) were steadily declining in the 1850's so that slaveholders were beginning to lose money. How would this information affect the debate between Historians C and D.

25. List two words which make value judgments in this viewpoint:
A.

B.

_______ 26. What is a possible fallacy in sentence XXI?

A. Begging the question	D. Prevalent Proof
B. Jargon (p. 10 in your "Guide")	E. Appeal to the Golden Mean
C. Ad Hominem	F. Special Pleading

27. What type of reasoning does Historian D use in sentences XXVI-XXVIII?
How strong is this reasoning?

CW-2B CIVIL WAR

WORKSHEET

GENERAL QUESTIONS:

28. How do you think the dates of the writing by Historians C and D affected what they wrote?

29. For each historian, write the letter of the answer which best shows what that historian feels mainly determines historical events:

A. Individuals and their actions
B. Societies and their values
C. Economic forces
D. The political process and laws
E. The development of technology

______ Historian A

______ Historian B

______ Historian C

______ Historian D

CW-3 CIVIL WAR

WORKSHEET

PROBLEM A - Emancipation Proclamation

1. Write down the strengths and weaknesses of each historian's view:

Historian	Weaknesses (Write in the letter(s) of relevant information which weakens and explain how it weakens.)	Strengths (Write in the letter(s) of relevant information which strengthens and explain how it strengthens.)
A		
B		
C		
D		
E		

_______ 2. Which explanation is best? (Write the letter of the historian on the line.)

_______ 3. Suppose you learned that in the summer of 1862 Lincoln was hoping to issue a dramatic statement on slavery. However, he was concerned that with the War going so badly for the North, any statement would look like an act of desperation by the losing side, and only further weaken the Northern cause. Which of the explanations does this information support most directly? (Write the letter of the historian on the line.) Explain your answer:

_______ 4. Marxist historians believe that economics and the struggle between social classes are the most important aspects of history. For example, they feel that the aristocrats (nobles) had most of the power during feudalism. The aristocrats were overthrown by the capitalists (bourgeoisie), which started capitalism. They, in turn, will be overthrown by the workers (proletariat), which will mark the start of socialism. Which two pieces of relevant information would be most important to a Marxist historian? (Write the two letters on the line.)

WORKSHEET

5. Based upon what you have learned about the Emancipation Proclamation, write a generalization showing the connection between domestic policy and foreign policy during the Civil War:

PROBLEM B - Why didn't England side with the South?

6. Write down the strengths and weaknesses of each historian's view:

Historians	Weaknesses (Write in the letter(s) of relevant information which weakens and explain how it weakens.)	Strengths (Write in the letter(s) of relevant information which strengthens or other information which strengthens and explain how it strengthens.)
A		
B		
C		
D		

_______ 7. Which explanation is best? (Write the letter of the historian on the line.)

8. Based upon what you have learned about why England decided not to side with the South during the Civil War, how true do you think the following generalization is?

   "Political leaders are very aware of public opinion when they make important decisions."

Write your assessment here:

NEW REPUBLIC

TEST QUESTIONS

Section I:

A. (I)"The question sometimes arises as to why the U. S. declared war on England in 1812. (II)There are three reasons which led the U. S. to declare war on England, not France. (III)First, the U. S. wanted to take Canada which was part of the British Empire. (IV)By declaring war on England, the U. S. had a chance to take Canada. (V)Second, the Indians on the frontier who were killing many U.S. frontiersmen had British-made rifles. (VI)This made Americans angry at Britain. (VII)Third, the British, not the French, mercilessly seized American ships near our shore."

_______ 1. The conclusion of this argument is what? (Where can you put "therefore"?)
- A. The question is why did the U. S. declare war on England, not France.
- B. These three reasons caused the U. S. to declare war on England.
- C. The U. S. declared war to stop the British from seizing American ships.
- D. The U. S. declared war on England to take Canada.

_______ 2. What is the primary type of reasoning used in sentence II?
- A. Cause and Effect
- B. Sample (Generalization)
- C. Comparison (Analogy)
- D. Debating

_______ 3. What is a word which makes a value judgment in this argument?
- A. Question
- C. Canada
- B. War
- D. Rifles
- E. Mercilessly

_______ 4. Suppose you were a historian and you found a speech by Henry Clay before Congress in which he says that the U. S. should declare war on England, so we could take Canada. How would this affect the argument above?
- A. It would weaken it.
- B. It would support it.
- C. It would completely wipe it out.
- D. It wouldn't affect it—it is irrelevant.

5. One strength of the above peice of evidence (in question #4) is that it is a primary source. What is the other important strength, according to PROP?

_______ 6. Suppose you were a historian, and you found a letter by a British officer in which he writes about his sale of rifles to Indians in America. How would this piece of evidence affect the argument above?
- A. It would weaken it.
- B. It would support it.
- C. It would completely wipe it out.
- D. It wouldn't affect it—it is irrelevant.

NEW REPUBLIC

TEST QUESTIONS

B. Information support:

_______ 7. Which of the following pieces of information would support the point of view that the United States was more at fault than Britain for causing the War of 1812?

A. The British armed Indians on the frontier with rifles, which the Indians used to attack Americans.
B. The British seized American sailors from American ships to impress them into the British navy.
C. Britain defeated France in the naval battle at Trafalgar.
D. Americans wrongfully took land from the Indians and hurt the British fur trade with the Indians. So, it was morally right for the British to help the Indians defend themselves.

C. Evidence:

_______ 8. Which of the following pieces of evidence would be most reliable in judging whether the Federalists, who controlled Congress, passed the Alien and Sedition Acts in 1798 to weaken the Republican Party?

A. A statement to the press by Federalists in Congress that they passed the Acts to unite the country.
B. A note by Republican Thomas Jefferson to a trusted friend in which he says that the Acts were passed to hurt the Republicans.
C. A speech by Timothy Pickering, Secretary of State, in which he says the Acts were passed to protect the country, and that people shouldn't criticize them.
D. A letter from President John Adams to John Jay (both Federalists) in which he says the Acts will accomplish the Federalist goal of hurting the Republicans.

Section II:

Directions: For the following historical arguments, fill in the premises and conclusions.

Question: Were the Alien and Sedition Acts passed to help the United States?

(The Alien and Sedition Acts were passed by the Federalist-controlled Congress. The other political party at the time was the Republican party.)

Historian 1:

"The Alien and Sedition Acts were passed to unite the country by protecting the country from enemy aliens and by preventing false statements against the government. So, the Alien and Sedition Acts were passed to help the United States."

9. Premise:

10. Premise:

11. Conclusion:

NEW REPUBLIC

TEST QUESTIONS

Section II:

Historian 2: (Be careful. This one is harder. Look for the conclusion first.)

The Alien and Sedition Acts were passed to help the Federalist Party, not the country. These acts prevented criticism of the Federalists by the Republicans and prevented many Republican supporters from voting.

12. Premise:

13. Premise:

14. Conclusion:

Section III:

Look at the painting on the next page. Which of the following does the painting seem to support? Explain your reasons:

Viewpoint	Supports	Does Not Support	Reasons
15. Turner thesis			
16. Transcendentalism			
17. Neoclassical art			
18. Romantic art			

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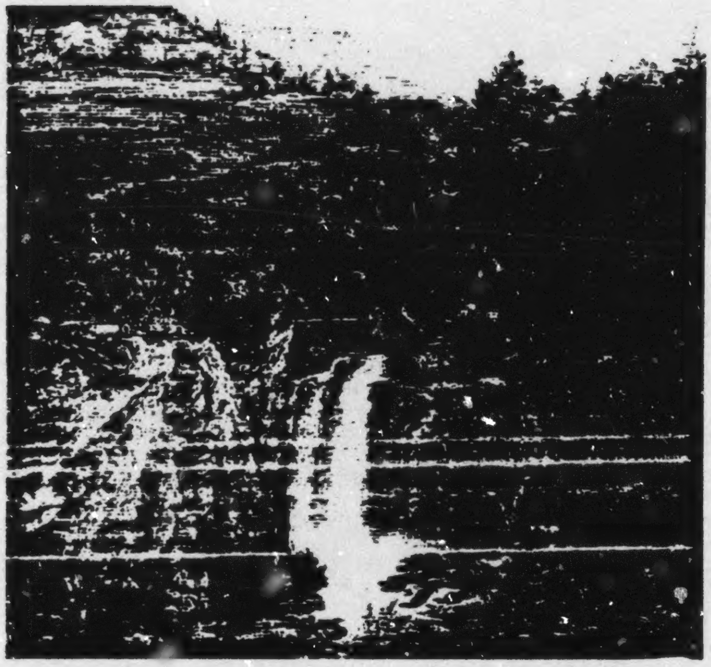

There are two figures on the bridge in the center of the painting, one figure on the cliff to the left of the bridge, and one figure walking in the field toward the upper left-hand corner of the painting.

Genesee Scenery by Thomas Cole

Museum of Art, Rhode Island School of Design
Jesse Metcalf. Reprinted by permission.

NEW REPUBLIC

TEST QUESTIONS

Section IV - Analyze an argument:

(I)When the U. S. started as an independent country, some people wondered how well our economy would do. (II)After all, as colonies of England, America had enjoyed many economic benefits, such as guaranteed markets and bounties for our goods. (III)Cut off from these benefits, the American economy would surely be hurt, people thought.

(IV)The American economy did well, however, especially after 1789. (V)There were two reasons for this. (VI)First, sheer economic necessity forced British merchants to keep trading with Americans, keeping the old trade connections open. (VII)Records of American and British companies show that in the 50 years after 1789 well over 50 percent of all American trade was with Britain or British possessions. (VIII)Second, the European wars of 1793-1815 promoted American commerce. (IX)American ships and products were in great demand by both sides.

Analyze the above argument:

M -

R -

K -

E -

JACKSON

TEST QUESTIONS

Section I:

For the following historical arguments, fill in the premises and conclusions:

Question: Was Andrew Jackson right to move the Indians to the west of the Mississippi River?

Historian A:

"Andrew Jackson removed the Indians to the west of the Mississippi River to help white people, but he had no regard for the suffering of the Indians it caused. So, he was not right to move the Indians."

1. Premise:

2. Premise:

3. Conclusion:

Historian B:

"As the leader of the country, Andrew Jackson had to prevent bloodshed between the Indians and white men. Since bloodshed couldn't be prevented if the Indians stayed in the East, President Jackson did the right thing to move the Indians west of the Mississippi River."

4. Premise:

5. Premise:

6. Conclusion:

7. What type of reasoning is this, primarily? Explain your answer.

8. Evaluate the above type of reasoning:

Section II:

A. (I) In the 19th century in Europe and the United States, middle-class families began to devote more of their time and affection to their children. (II) There are two major reasons for this. (III) First, wives had more time to spend with them, although household chores still occupied a great deal of the women's time. (IV) Second, more children survived infancy and childhood (V) (families lost the fear that a child would die very young and that love would only bring heartache).

______ 9. What type of reasoning is this, primarily?
A. Comparison
B. Sample
C. Cause and Effect
D. Proof
E. Debating

JACKSON

TEST QUESTIONS

Section II (continued):

_______ 10. What is a possible fallacy?
A. Numbers C. Appeal to emotion
B. Misrepresentative sample D. Correlation as cause

_______ 11. Which word would cause the greatest definitional problems?
A. Century C. Children
B. Middle-class D. Survived

B. (I)Many early nineteenth century social reform efforts were ill-conceived and only half-hearted. (II)Few national governments had the expertise, desire, bureaucracies (large size), or money to solve such difficult problems as poverty—even if solutions existed. (III)Most often they let towns and cities try to cope with these social problems (such as deserted wives and children, drunkenness, etc.) alone. (IV)As a result, the reform efforts were ineffective; some were outright failures.

_______ 12. The conclusion is:
A. I C. III
B. II D. IV

_______ 13. What type of reasoning is this, primarily?
A. Comparison C. Cause and Effect
B. Sample D. Proof E. Debating

_______ 14. With which statement would the author of this argument most likely agree?
A. Social reform is not needed.
B. Cities and towns should expand in size and services.
C. The national government should help with social reform.
D. Unwanted children should be put into foster homes rather than orphanages.

Section III:

Evaluate the argument below, according to MARKER:

(I)Andrew Jackson provided strong leadership and guidance during the bank war of the 1830's. (II)In 1836, Nicholas Biddle, the president of the United States Bank, sought a renewal of the expiring charter. (III)President Jackson felt that the Bank was unnecessary. (IV)He told Polk in 1833, "everyone that knows me does know that I have always opposed the United States Bank, nay, all banks."[1] (V)Even supporters of the Bank conceded that the charter was too powerful. (VI)Nathan Appleton wrote in 1841: "A great central power, independent of the general or state governments, is an anomaly (out of place) in our system. (VII)Such a power over the currency is the most tremendous which can be established. . . .We are safer without it."[2] (VIII)Hezekiah Niles declared he "would not have the present bank rechartered, with its present power . . .for the reason that the Bank has more power than we would grant to any set of men."[3] (IX)Nicholas Biddle, himself, at one time stated that the Bank had a monopoly (exclusive control) on the currency and controlled the credit and price level.

JACKSON

TEST QUESTIONS

Section III (continued):

(X)Jackson had strong support from people who wanted a state banking system. These were mostly Westerners. (XI) Nowhere did Westerners object to state banks under local control.[4] (XII)Objections to the Bank were also raised by Easterners. (XIII)State institutions hoped to enlarge their banking capital with their government deposits returned. (XIV)The most reliable source of support came from Eastern working men and radical Jeffersonian traditionalists. (XV)They formed a group "opposed to the chartering of any new banks." (XVI)They blamed the "too great extension of paper credit" by the U. S. Bank for the hard times.[5]

(XVII)President Andrew Jackson had the support of most of the country in his fight against the United States Bank. (XVIII)At this time, 1832, the Bank was so powerful that to renew its charter would have brought harm to the country. (XIX)President Jackson was right to stop the U. S. Bank.

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1. Jackson to Polk, December 23, 1833, Jackson, Correspondence, V, p. 236. Jackson told Biddle in 1829, "I do not dislike your Bank any more than all banks." J.S. Bassett, Life of Andrew Jackson, p. 599.

2. Nathan Appleton, "Remarks on Currency and Banking," Niles Register, May 12, 1832, p. 36.

3. Arthur M. Schlesinger, Jr., The Age of Jackson, p. 74.

4. Ibid.,p. 77.

5. Free Trade Advocate, May 9, 1829, p. 16.

SLAVERY

IDEAS FOR USING SLAVERY TEST QUESTIONS

The obvious way to use section I "Analyzing an Argument" is to have students answer the questions which follow the reading. A more difficult test question would be to give the students the viewpoint and tell them to evaluate it in an essay answer. You might want to cue the students to analyze the argument according to MARKER (pp. 21-22 in the student booklet), or you might want to give more specific guidelines (such as, "identify one unstated assumption, evaluate two types of reasoning, and evaluate—according to PROP—one piece of evidence"). You can get an idea of some possible analysis by looking at the answer key to the test questions provided.

Remember that worksheets and viewpoints which you do not use in class can also be used as test questions.

SLAVERY

TEST QUESTIONS

Section I - Analyzing an Argument:

HISTORIAN Y (1956)

(I)Slaves in the U. S. generally ate a large amount of food which provided sufficient energy to work hard, but which did not provide a balanced diet. (II) Slaves thus suffered from a number of dietary deficiencies and nutritional diseases. (III)There were several reasons for this poor nutritional diet.

(IV)A minority (less than 50%) of masters didn't even supply their slaves with enough food. (V) These owners were trying to cut costs by buying less food. (VI) A person from North Carolina complained in 1853, "There are many farmers who feed their negroes sparingly, believing that it is economy, that they save by it, but such is not the fact."[1] (VII)Sometimes owners were short of cash and could not buy as much food, which led to less food for slaves.

(VIII)A second reason for the poor slave diet was poor food preparation (cooking, etc.) on many plantations. (IX)Many owners left the preparation of food to the slaves, but the slaves did not have enough time to cook the food well. (X)One plantation owner explained, "The cooking being done (by slaves) in a hurry, is badly done; being usually burnt on the outside while it is still raw within and consequently unhealthy."[2]

(XI)The most important reason, however, for the poor slave diet was the lack of knowledge on the part of owners about nutrition. (XII)No one in the 19th century knew much about the science of dietetics and this included slaveowners. (XIII)An essay published in 1859 by Dr. John Wilson on the feeding of Negroes illustrates the ignorance of even the medical profession of nutrition principles. (XIV)Dr. Wilson divided all foods into two categories: "nitrogenized or muscle-producing and non-nitrogenized or heat producing." (XV)He said that the fatty, heat-producing foods (such as corn and pork) "generate sufficient heat to cause the wheels of life to move glibly and smoothly, and hence negroes who are freely supplied with them grow plump, sleek and shiny."[3] (XVI)Most owners simply never realized that it might be necessary to feed their slaves anything other than corn and pork. (XVII) This lack of knowledge of nutrition is also shown in that even the owner and his family rarely had a balanced diet.

(XVIII)With the amount of food sometimes supplied by stingy owners, the inadequate (poor) preparation of the food, and the lack of knowledge of nutrition by owners, slaves ate a poor nutritional diet.

[1] Farmer's Journal, II (1853), p. 53.

[2] De Bow's Review, XIII (1852), pp. 193-94.

[3] American Cotton Planter and Soil of the South, III (1859), p. 197.

QUESTIONS:

________ 1. What is the main point of Historian Y?
- A. Dr. John Wilson had a poor understanding of nutrition.
- B. Poor food preparation led to a poor nutritional diet for slaves.
- C. Slaves generally received sufficient energy from their food, but had a poor nutritional diet.
- D. Slaveowners sometimes tried to save money by feeding their slaves less food.

SLAVERY

TEST QUESTIONS

_______ 2. What is an unstated assumption which Historian Y makes?

A. Some plantation owners tried to cut costs by providing less food.(Sentence V)

B. The preparation of food is an important factor in the nutritional worth of that food. (Sentences VIII-IX)

C. Dr. Wilson divided foods into two categories, nitrogenized and non-nitrogenized. (Sentence XIV)

D. Slaves ate a lot of food, but not a balanced diet, which led to dietary deficiencies. (Sentences I-II)

_______ 3. One type of reasoning which Historian Y uses in sentence VIII is sample. What is a second type of reasoning? (only in this sentence)

A. Proof   C. Cause and Effect
B. Comparison   D. Debating

_______ 4. In which sentence does Historian Y present evidence?

A. Sentence III   C. Sentence V
B. Sentence IV   D. Sentence VI

_______ 5. What is a word which makes a value judgment?

A. Minority   C. Even
B. Masters   D. Their   E. Food

6. Evaluate the evidence presented by Historian Y in sentence X using at least three criteria for judgment:

_______ 7. What type of reasoning does Historian Y use in sentence IX when he says, "Many owners left the preparation of food to the slaves."

A. Proof   C. Cause and Effect
B. Sample   D. Comparison   E. Debating

Suppose you found the information that one owner in Mississippi had his slaves come to his kitchen and eat the same food that he ate out of the same pots and frying pans. The cook was instructed by the owner to carefully fry the food and to let the slaves eat as much as they wanted. Suppose a doctor wrote that the owner and his slaves all suffered from a poor diet.

_______ 8. This information would most directly support which of the reasons given by Historian Y for a poor nutritional slave diet?

A. Not enough food given to slaves.

B. Poor food preparation.

C. Poor knowledge of nutrition by owners.

D. All of the above.

Section II - Short Problems:

A. "If Lincoln had not been elected, slavery would still be legal in the United States."

_______ 9. What is the fallacy in this argument?

A. Hasty Generalization   C. Prevalent Proof
B. Straw Man   D. False Scenario

SLAVERY

TEST QUESTIONS

B. (I)The biggest problem with trying to do away with slavery in the U. S. was the fact that all the slave owners were greedy. (II)They weren't going to give up that opportunity to make all that money.

_______ 10. The conclusion is:

A. I
B. II
C. Slavery was hard to do away with.
D. Slaveowners were greedy.

_______ 11. What is a fallacy in this argument?

A. Appeal to irrelevant outcome
B. Stereotyping
C. Either-or
D. Negative proof

CIVIL WAR

TEST QUESTIONS

Section I:

Suppose there are the following views of what the main cause of the Civil War was:

Historian A: The moral issue of slavery was the main cause of the Civil War.

Historian B: The economic differences between the North and South was the main cause of the Civil War.

Historian C: There was no adequate cause for the Civil War. Poor political leadership in the 1850's pushed the country into a needless war.

Show how each of the following pieces of information affects the above three theories:

_______ 1. New England (Northern) textile mills depended upon Southern cotton. If the cotton system were disrupted by war, the textile mills would be hurt badly and many would go out of business. This evidence most directly:

A. Weakens Historian A's argument
B. Weakens Historian B's argument
C. Weakens Historian C's argument
D. Supports Historian A's argument
E. Supports Historian B's argument

_______ 2. Statement by William Lloyd Garrison in a newspaper article in 1831: "I will be as harsh as truth and as uncompromising as justice. On this subject (of slavery), I do not wish to think, to speak, or write in moderation. No! No!. . .I will not excuse—I will not retreat a single inch . . ."

This evidence most directly:

A. Weakens Historian A
B. Weakens Historian B
C. Weakens Historian C
D. Supports Historian A
E. Supports Historian B

_______ 3. Henry Garnet, a radical abolitionist, said in 1843, "Brethren, Arise, Arise! Let every slave throughout the land do this, and the days of slavery are numbered. Rather die like free men than live like slaves."

This evidence most directly:

A. Weakens Historian A
B. Weakens Historian B
C. Supports Historian C
D. Supports Historian A
E. Supports Historian B

Section II:

A. "The North and South disagreed violently over slavery. This brought on the Civil War."

_______ 4. The conclusion of this argument is:

A. The Civil War was fought between the North and South.
B. Slavery caused the Civil War.
C. The North and South disagreed over slavery.
D. The Civil War never should have been fought.

_______ 5. What type of reasoning is this, primarily?

A. Proof
B. Comparison
C. Cause and Effect
D. Debating

CIVIL WAR

TEST QUESTIONS

______ 6. What is the fallacy?
A. Negative proof C. Numbers
B. Single cause D. Ad Hominem

B. "(I)Some historians believe that economic differences between the North and South were the main cause of the Civil War. (II)However, none of those historians was trained at the best colleges, so their viewpoints are weak. (III)Actually, the fanatical actions by the abolitionists were the main cause for the War. (IV)The statement by the famous abolitionist Henry Garnet shows this fanaticism. (V)Garnet told slaves to rise up against their owners. 'Rather die like free men,' he said, 'than live like slaves.' (VI)When people talked like this, the Civil War could not be prevented."

______ 7. The conclusion of this argument is:
A. I C. III E. V
B. II D. IV F. VI

______ 8. What type of reasoning does this historian use in sentences I-II?
A. Proof C. Cause and Effect
B. Comparison D. Sample E. Debating

______ 9. One type of reasoning in sentence III is sample. What is the other type of reasoning used?
A. Proof C. Cause and Effect
B. Comparison D. Debating

10. How well does this historian support his sample in sentence III about the fanatical actions of the abolitionist? Explain your answer. (Hint: Look at the sentences after sentence III.)

11. Evaluate the evidence presented in sentences IV and V:

______ 12. What is a word which makes a value judgment in sentence III?
A. Fanatical C. Abolitionists
B. Actions D. Cause

CIVIL WAR

TEST QUESTIONS

C. "(I)In the election of 1860, men could only talk about slavery. (II) But by 1860 men could not talk with moderation. (III)Their talk always ended in heated arguments. (IV)The election, therefore, led to more argument and finally war."

______ 13. The conclusion is:

A. I C. III
B. II D. IV

______ 14. What type of reasoning is used in sentence II, primarily?

A. Proof C. Cause and Effect
B. Comparison D. Sample E. Debating

______ 15. In sentence IV, the words "led to" indicate what type of reasoning?

A. Proof C. Cause and Effect
B. Comparison D. Sample E. Debating

______ 16. Which evidence best supports the above argument?

A. An article from Atlantic Monthly in June, 1860 calling for an attack on slavery.
B. 150 articles on slavery, selected at random from newspaper articles of April, 1860 in the North and South, all of which call for an attack on slavery or war to defend slavery.
C. 150 articles from abolitionist newspapers from June and July, 1860 all of which call for an attack on slavery. The articles emphasize that there must be no compromise.
D. 150 petitions to Congress calling for an end to slavery. The petitions were sent to Congress from January to August, 1860.